

Mississippi Department of Education  
Office of Innovative Support

FY 2010 Consolidated Federal Programs Application



March 2009

# FY 2010 Consolidated Federal Programs Application

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# Mississippi Department of Education

## FY 2010 Consolidated Federal Programs Application

### I. Introduction

Annually, the Mississippi Department of Education (MDE) requires school districts receiving Title I funds to submit, for approval, a consolidated application, as required by the *No Child Left Behind (NCLB) Act of 2001, SEC 1112*. This document is designed to help school districts properly utilize allocated federal dollars to positively impact academic improvement by helping low-achieving children meet challenging academic achievement standards in every school across the state.

### II. Program Design

The FY 2010 Consolidated Federal Programs Application (SY 2009-2010) is an electronic document comprised of four major components: Consolidated Plan, Budgetary Document, Schoolwide Plan Template, and Targeted Assistance Plan Template. Districts are required to submit applicable components, depending on the program design. The four components are generally described below:

- a. *Consolidated Plan* – The Consolidated Plan is a **word document** that contains legal assurances and key federal program data. This section is designed to collect and evaluate areas of compliance for Titles I, II, and IV. School districts must collect and compile all data from local schools as it relates to each area within this section.
- b. *Budgetary Document* – The Budgetary Document is an **excel file** entitled “**FY10 CFPA Budget.**” This file contains thirteen excel worksheets that have pre-set cells with formulas for data transfer. The worksheets are pre-set to automatically transfer data throughout the file. (i.e. When the school district’s name is entered in cell C2 of the “Cover Page,” the entered name will show automatically on all worksheets.) Worksheets are designed with specific instructions noted in comment boxes.
- c. *Schoolwide Plan Template* – This template is an instrument used to aid in the development of schoolwide plans to improve the academic success of **all** students.
- d. *Targeted Assistance Plan Template* – This Template is an instrument used to aid in the development of targeted assistance plans to improve the academic success of **identified eligible** students.

### III. Substantially Approvable Form

EDGAR Section 76.708(a) requires all state agencies to *substantially approve* LEA plans prior to LEA obligation of federal funds. The MDE considers the submission of each LEA's Consolidated Plan and Budgetary Documents, based on the preliminary allocations, as *substantially approvable* when the MDE staff has determined the LEA's overall consolidated plan and detailed budget are generally in compliance with allowable usage(s) of federal funds. The MDE staff will further ensure all expenditures are supplemental in nature. Upon verification of compliance, an official letter of approval, from the Office of Innovative Support and Office of Federal Financial Management, granting spending authority, will be issued. Any unallowable expenditures charged to Title funds will result in reimbursement from district funds. Once final allocations have been released, all LEAs are required to officially amend plans and budgets in accordance to the Mississippi Department of Education's Federal Programs Amendment procedures. Schoolwide and Targeted Assistance Plans will be submitted and approved during each LEAs full onsite monitoring.

### IV. Submission Process

The FY10 CFPA is a comprehensive series of documents published by the Mississippi Department of Education. Documents are **not** to be altered or changed in format. The FY10 CFPA must be received in the Office of Innovative Support **on or before May 29, 2009**. **Failure to submit the completed application in its entirety by the established deadline may delay the approval of your application and the disbursement of funds to your district.** We are requesting that each school district submit an **original and three copies** at the time of submission. All signatures on the original document **must** be in **blue ink**. **Applications submitted without blue signatures and the appropriate number of copies will be returned.** The application should be mailed or delivered to:

**Mississippi Department of Education  
Office of Innovative Support  
Attention: Quentin Ransburg  
359 North West Street  
P.O. Box 771  
Jackson, MS 39205-0771**

## General Assurances

This Consolidated Federal Programs Application (CFPA) is for Local Educational Agency (LEA) use in requesting district funds for covered programs under the *No Child Left Behind Act of 2001*. Each question in the application is directed by the legislation, and the parenthetical citation with each question indicates the section of legislation that requires the item be addressed in this application. The Neglected or Delinquent (Title I, Part D) application should be submitted *separately*.

The legislative purpose of these federal funds is to improve teaching and learning to meet student needs effectively. Ongoing broad-based planning and shared decision-making are essential for quality programming. This CFPA supports Mississippi LEAs in looking at increasing student learning and achievement through effective programming, professional development, parent and community involvement, and provision of a safe, orderly climate conducive to our teachers teaching and our students learning.

### LEA Statement of Assurances

The School Board of **Lamar County School District** approved and recorded in its minutes the single set of assurances stated below at a meeting held on **May 18, 2009** and further authorized the Superintendent to sign such single set of assurances as required by Section 9306 and to submit an application to the Mississippi Department of Education as required by Section 9305 to receive grants under stated Titles of the *No Child Left Behind Act of 2001* and other applicable Federal programs. ***Please note that this date should represent the day that the school board approved not only the assurances, but also the Schoolwide or Targeted Assistance Plan and Budget.***

### General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964. A statement of compliance with Title VI of the Civil Rights Act of 1964 should be filed with the Superintendent.
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972.
3. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, Prohibition of Discrimination on the Basis of Sex, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the Individuals with Disabilities Education Act. (34 CFR 300, 303, and 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement and, to the extent practical, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (34 CFR 200.44, 298.23)
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant educational agency in its administration of each program.
8. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state and federal funds paid to that educational agency under each program. (34 CFR 200.20(a)(9))
9. The LEA will make reports to the state educational agency or board and to the Secretary of Education as may reasonably be necessary to enable the state educational agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state educational agency or board or the Secretary deems

necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other resources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)

10. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
11. Auditable records of each participating school program will be maintained on file. (34 CFR 80.42(e))
12. The school site administrators are an integral part of collecting and reporting all school crime data to ensure that the Mississippi's Unsafe School Choice Option (USCO) Policy is accurately and consistently completed. The LEA shall submit individual incident data to the state education educational agency. The reporting of individual incident data, rather than summary data, will enable more comprehensive and in-depth trend analyses of school crime, both at the local and statewide level.
13. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
14. The LEA has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other responsibility matters.
15. The LEA provides reasonable opportunity for public comment on the application and considers the comments. (Section 14306(a)(7))
16. The LEA will adopt and use proper methods of administering each program including:
  - a. enforcement of any obligations imposed by law on agencies responsible for carrying out programs and
  - b. correction of deficiencies in program operations identified through audits, etc. (Section 14306 (a)(3)(B))
17. The LEA adheres to the applicable provision of the Education Department General Administrative Regulations (EDGAR): 34 CFR Parts 76, 77, 79, 80, 81, 82, 85, and 86.
18. The LEA adheres to OMB Circular-87 (the Cost Principles for State, Local, and Indian Tribal Governments.)
19. The LEA assures the salary and wage charges will be supported by proper time reporting documentation that meets the requirements of OMB A-87.

## **Constitutionally Protected School Prayer**

20. As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the LEA hereby certifies that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

## **Comparability**

21. The LEA has established and implemented a district-wide salary schedule; has a policy to ensure equivalence among schools in teachers, administrators, and other staff; and has a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (Section 1120(c)(2,3,4,5))

## **Suspension and Debarment**

22. The LEA assures that neither it, nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any Federal department or agency. (34 CFR §85.225)

## **Title I, Part A General Assurances**

23. Each LEA will use the results of the student academic assessments required under section 1111(b)(3) to ensure that all students meet the State's proficient level of achievement. The LEA will ensure that the results from the academic assessments are provided to parents and teachers as soon as it is practically possible. (Section 1112(c),(1),(M), (N))
24. Each LEA receiving Title I funds is allocating time and resources to facilitate, coordinate and integrate services with the regular program for students most at risk of failing and who may be an English Learner (also known as LEP), Individuals with Special Needs, homeless, migrant, American Indian and neglected and delinquent students along with other health and welfare agencies, if appropriate. (Section 1112 (b)(1) (E) (ii))
25. School eligibility is determined by District wide criteria for Title I Section 1112(b)(G).
26. Each Title I participant in a Targeted Assistance Program is identified as being most in need using consistently applied multiple objective educational criteria established by the LEA and supplemented by the school, except that children from preschool through grade two shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures. (Section 1115(b)(1)(2)(3))

27. The LEA will:

- a. Use Title I, Part A as funds to provide early childhood development services to low income children and shall ensure that the services comply with the performance standards of Head Start, Reading First, Early Reading First, and the William F. Gooding Even Start Family Literacy Program. (Section 1112(b)(E))
- b. Work in conjunction with schools as the schools develop the schoolwide plans and implement SWP and Targeted Assistance programs. (Section 1112(c)(C))
- c. Provide for services to current and eligible former students from migrant families. (Section 1112(b)(8))
- d. Implement programs and early intervention for the educationally disadvantaged students based on scientifically based research. (Section 1116(e)(c) §1001(9))
- e. Coordinate and collaborate as determined necessary with other agencies providing services to children, youth and families including health and social services. (Section 1112(c)(1)(K))
- f. Inform eligible schools and parents of schoolwide program authority. (Section 1112(b)(1)(J))
- g. Ensure that schools that operate schoolwide programs meet the Title I criteria. (Section 1114(a)(1)(b)(1)(J))
- h. Spend, at a minimum, a per child amount of the state and local funds, excluding amounts for state compensatory, as was present during the preceding fiscal year. (Section 1120A(a))

28. The LEA annually uses the State academic assessments and other indicators described in the state plan to review the progress of each school receiving Title I funds to determine whether the school is making adequate yearly progress. The LEA shall identify for program improvement any elementary or secondary school that fails for 2 consecutive years, to make adequate yearly progress as defined in the State's plan. For schools that are targeted assistance, the LEA may choose to review the progress of only the students in the school who are served, or are eligible for services under this part before identifying the school for program improvement, corrective action or restructuring under Section 1116. For schools identified as program improvement, the LEA agrees to the following:

- a. Year 1: Not later than the first day of the school year following identification, provide all students enrolled in the school with the option to transfer to another public school served by the LEA, which may include a public charter school, that has not been identified for program improvement. The

LEA shall give priority to the lowest achieving children from low-income families. In addition, the LEA will:

- i. assist the school in revising the school plan that shall cover a two-year period and will set aside 10% of school funds for teacher and principal professional development for the duration of the time the school is in program improvement;
  - ii. ensure provision of specified technical assistance during the development and implementation of the school plan.
- b. Year 2: For a school that fails to make adequate yearly progress after the first year, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school and shall make supplemental educational services available.
  - c. Year 3: For a school that fails to make adequately yearly progress after two years in program improvement, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school; continue to provide supplemental services; and shall identify the school for corrective action and take at least one corrective action under clause (iv). The LEA shall publish and disseminate information regarding any corrective action taken.
  - d. Year 4: For a school that after one year in corrective action fails to make adequate yearly progress, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school in the district; continue to make supplemental services available; and shall prepare a plan for alternative governance arrangements for the school as indicated in Section 1116(b)(8)(B).
  - e. Year 5: For a school that after two years in corrective action fails to make adequate yearly progress, the LEA shall implement the alternative governance arrangement plan consistent with State law and with Section 1116(b)(8)(B).

*For any case described for program improvement in years 1-4 above, the LEA shall provide or shall pay for the provision of transportation for the student to the public school the student attends. Unless a lesser amount is needed the LEA shall spend an amount equal to 20% of its allocation under subpart 2 from which the agency shall spend:*

- i. *An amount equal to 5% to pay for transportation costs;*
- ii. *An amount equal to 5% to provide supplemental education services;*
- iii. *An amount equal to the remaining 10% for transportation or supplemental services or both as the agency determines.*

*In any case identified in years 1-4 above, if all public schools served by the LEA to which a student may transfer are identified as program improvement, the LEA shall to the extent practicable, establish a cooperative agreement with other LEAs in the area for transfer.*

*If any school identified for program improvement makes adequate yearly progress for two consecutive years, the LEA shall exit the school from program improvement upon notification by the State and shall no longer subject the school to the requirements of program improvement. (Section 1116(a)(1)(A); §1116(b)(1)(A), §1116(b)(1)(E), §1116(b)(3)(A), §1116(B)(4)(A), §1116(b)(5), §1116(b)(7)(C), §1116(b)(8)(A), §1116(b)(8)(B), §1116(b)(9), §1116(b)(10), §1116(b)(11), §1116(b)(12))*

- 29. The LEA is maintaining fiscal efforts on behalf of eligible children to ensure that these funds supplement the regular program and not the local efforts to educate eligible children. (Section 6322(A)), (Section 1120(A))
- 30. The LEA agrees to implement programs, activities, and procedures for the involvement of parents in programs assisted under and consistent with Title I Part A requirements. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each LEA shall develop jointly with, agree on with, and distribute to parents of participating children, a written parent involvement policy. The policy shall be incorporated into the LEA local plan and describe how the LEA will:
  - a. Involve parents in the joint development of the local plan and the process of school review for program improvement schools under Section 1116;
  - b. Help schools to plan and implement effective parent involvement activities to

- improve student academic achievement and school performance;
- c. Build the schools' and parents' capacity for strong parental involvement;
- d. Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
- e. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
- f. Involve parents in the activities of the Title I schools.

- 31. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- 32. To ensure effective involvement of parents each LEA shall provide:
  - a. Assistance to parents of children served by the school or LEA, in understanding topics such as the State's content standards and academic assessments, the parental involvement requirements of Section 1118, and how to monitor a child's progress and work with educators to improve the achievement of their children.
  - b. Training to teachers, counselors, principals and other staff in how to reach out to, communicate with, and work with parents as equal partner.
  - c. Ensure to the extent feasible, the coordination and integration of various parent involvement programs.
  - d. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
  - e. Other reasonable support for parental involvement activities as parents may request.
- 33. The LEA may also involve parents in activities as specified in Section 1118(e)(6)-(13). In carrying out the parent involvement requirements the LEA, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parent with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 in format and, to the extent practicable, in a language such parents understand.
- 34. No later than the beginning of the 2002-2003 school year, the LEA will present in an understandable and

- uniform format and language that the parents can understand, the Annual LEA Report Cards. (Section 1118(a)(1), §1118(b), §1118(e), §1118(f))
35. The LEA shall provide high-quality professional development to enable teachers to become highly qualified and successful classroom teachers. The LEA shall develop strategies for providing professional development for paraprofessionals, parents and other staff. (Section 1119(b), (c), (d), (e))
  36. Each LEA shall establish annual measurable objectives that include an annual increase in the percentage of highly qualified teachers at each LEA and school, to ensure that all teachers teaching in core academic subjects in each public elementary and secondary school are highly qualified not later than the end of the 2005-2006 school year. The LEA may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications. (Section 1119(a), (2), (A), (B), (C), (3))
  37. Classroom teachers who are being assisted by instructional aides retain their responsibility for the instruction and supervision of the pupils in their charge.
  38. All paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under Title I shall have: completed at least two years of study in an institution of higher education; obtained an associate's (or higher) degree; meet a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment; have knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or instructing, reading readiness, writing readiness, and mathematics readiness, appropriate. (Section 1119, (c), (1), (A), (B), (C), (d))
  39. A local education agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children, children in local institutions for neglected children in community day school programs. (Section 1113(E)(3)(A)(B)(C))
  40. The LEA has maintained fiscal effort - the combined fiscal effort per student or the aggregate expenditures of the LEA from State and local funds for free public education for the preceding year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding year. (20 U.S.C. §8891), (PL 107-110, Title XIV. §14101 (10), and §14501(a))
  41. The LEA has developed and implemented procedures for compliance with the comparability requirements and the compliance documents are updated biannually. (Section 1120(A))

## **Title I, Part A – Reference Section 1114(b) (Schoolwide Programs)**

42. The school services an eligible school attendance area in which not less than 40 percent of the children are from low-income families. (Section 1114(b))
43. The school has received high quality technical assistance and support from providers of assistance such as comprehensive technical center, regional laboratories, institutions of higher education, educational service agencies, or other local consortia. (Section 1114(b))
44. A participating school shall use funds only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school. (Section 1114(b))
45. A schoolwide program shall include these components:
  - a. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in Sec. 1309(2)) that is based on information, which includes the achievement of children in relation to the State academic content standards, and the State student academic achievement standards described in Section 1111 (b)(1).
  - b. Schoolwide reform strategies that –
    - i. Provide opportunities for all children to meet the State's proficient and advanced levels of student performance described in Section 1111(b)(D).
    - ii. Use effective methods instructional strategies, that are based on scientifically based research, that:
      1. strengthen the core academic program in the school;
      2. increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
      3. include strategies for meeting the educational needs of historically underserved populations;
      4. include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children

- and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program which may include—
- a. counseling, pupil services, and mentoring services;
  - b. college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - c. the integration of (II) address how the school will determine if such needs have been met; and
  - d. are consistent with, and are designed to implement, the State and local improvement plans, if any. vocational and technical education; and
- c. Instruction by highly qualified teachers. In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
  - d. Strategies to attract highly qualified teachers to high-need schools.
  - e. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
  - f. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  - g. Measures to include teachers in the decisions regarding the use of assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - h. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - i. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. (Section 1114(b))
46. A participating school in consultation with the LEA and its technical assistance provider shall develop a comprehensive plan for reforming the total instructional program in the school. (Section 1117)
  47. The school maintains a schoolwide process of developing improvement plans that are broadly reflective of the socio-economic composition of the school attendance area, principals, teachers, other school personnel, parents, and members of the community in the development of school improvement plans (including taking into account the needs of migratory children as defined in section 1909(2)). The school plan describes improvement efforts related to instruction, auxiliary services, school environment, and organization. (Section 1114(b)(A)(B)(C)(D)(E)(F)(H)(I)(J))

**Title I, Part A, Reference Section 1112(b)(1)**

48. The LEA will participate, if selected, in the State National Assessment of Education Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

## **Title I, Part A, Reference Section 1112(c)(1)**

The LEA will:

49. Inform eligible schools and parents of school wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
50. Provide technical assistance and support to school wide programs;
51. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress (AYP) toward meeting the State student academic achievement standards;
52. Fulfill such educational agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b) (which discuss correction action or even restructuring of low-performing schools);
53. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services; additionally, the LEA authorizes participation in and Title I funds to be released for Cooperative projects and accepts administrative responsibility for the project or designates another LEA as the administrative and fiscal educational agency;
54. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
55. In the case of a LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;
56. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
57. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
58. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
59. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school;
60. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
61. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the educational agency, to review annually the progress of each school served by the educational agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii);
62. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
63. Assist each school served by the educational agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

## **Title I, Part A (Education of Homeless Children and Youth)**

64. The LEA will reserve Title I, Part A funds to provide comparable services to homeless children to ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. (Section 1113(c)(3)(A))
65. LEAs need to satisfy the requirements of this section and coordinate with the McKinney-Vento Homeless Assistance Act. (Section 1111(a)(1))
66. LEAs in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. (PL 107-110, §722(g)(J)(i))
67. LEAs will designate an appropriate staff person, as a LEA liaison for homeless children and youths, to ensure equal access to the same free, appropriate public education. (PL 107-110, §722(g)(J)(ii))
68. LEAs will adopt policies and practices to ensure that transportation is provided to homeless children and youths, at the request of the parent or guardian, to and from the school of origin. (PL 107-110, §722 (g)(J)(iii))

## **Title I, Part A**

### **Private Non-Profit School Participation**

69. The LEA shall, after timely and meaningful consultation with appropriate private school officials, provide to those children and their teachers or other educational personnel, on an equitable basis, special education services or other benefits that address their needs under the following programs:
  - a. Title I, Part A
  - b. Title II, Part A and D
  - c. Title III, Part A
  - d. Title IV, Part A
  - e. Title V, Part A (Section 9501(a)(1))
70. Educational services for private school children, teachers and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner. (PL 107-110, §9501(a)(3))

## **Title I, Part A**

### **Participation of Private Non-Profit School Students**

71. The LEA will provide services to eligible children attending private elementary and secondary schools. (Section 1112(c)(1)(F))
72. Title I services for private school students are on an equitable basis with public school students, taking into account the number of students served and the special educational needs of such students. The expenditures are equal to the per pupil expenditures of the public schools. (Section 1120(a))
73. Private school representative(s) were consulted by public school officials during the planning of the compensatory education program regarding selection of participants, identification of needs, provision of services, program evaluation, capital expenses reimbursement, and preparation of the application. (Section 1120; 34 CFR 200.51)
74. The selection criteria for private school participants are the same as those for public school participants. (Section 1120(b)(1)(A-E)); (34 CFR 200.31)
75. Public school personnel providing services to private school students are not involved in the internal administration of the private schools nor are private school personnel given any control or authority over the internal decisions of the public school district's implementation of Title I programs for private school students. (Section 1120(c)(1)-(3)); (34 CFR 200.50)
76. LEAs receiving reimbursement for capital expenses under ESEA Title I will use such funds to serve eligible children in public and private schools who were adversely effected by the LEA's expenditure of these funds. (Section 1120(e)(B)(3),(4)); (34 CFR 200.58)

77. Title I services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological. (Section 1120(a)(2))
78. The LEA maintains and will provide upon request to the State educational agency a written affirmation signed by officials of each participating private school that the consultation required by Section 1120(b) of the No Child Left Behind (NCLB) Act of 2001 has occurred. (Section 1120(b))

## **Title I, Part A and Part D**

### **Neglected or Delinquent Students Program**

79. An LEA, serves each student who has been identified for funding purposes from 5 to 17 years of age, and, in a local neglected or delinquent institution program for a minimum of 20 hours per week. (Section 1412(a)(1)(A)(ii))
80. The needs of students are assessed upon enrollment and periodically thereafter, to identify students at risk of failing to meet State standards. Assessment results for students are on file at each participating site and/or custodial agency. (Section 1112(b)(1), §1416, §1431)

## **Title II, Part A, Reference Section 2122(b)**

The LEA will:

81. Target funds to schools with the jurisdiction of the local education agency that have the lowest proportion of highly qualified teachers have the largest average class size, or are identified for school improvement under section 1116(b);
82. Comply with section 9501 (regarding participation by private school children and teachers).
83. The LEA conducted a comprehensive and collaborative needs assessment that involved teachers, paraprofessionals, principals, parents and other relevant school personnel. The results are used to create a plan that increases the number of highly qualified teachers in every classroom in core academic subjects, increase the percentage of teachers participating in high quality professional development including training on effective instructional strategies, and in use of State academic content standards and assessments. (Section 2122(c))
84. The LEA developed a plan for the use of Title II, Part A funds based on the needs assessment and that the plan demonstrates the integration of other relevant Federal, State and local program funds. (Section 2122(3)(4))
85. The LEA developed and incorporated in their plan an assessment that provides for annual yearly progress that objectively measures the impact of authorized activities such as professional development, teacher and principal incentives, class size reduction, recruitment and training of teachers, and how it results in significantly closing the achievement gap of low-income and minority students from other students. (Section 1119(b)(1)(A))

- 86. The LEA plan, and authorized activities, gives priority of resources for professional development and authorized activities to teachers in low-performing schools. (Section 2122(3)(c))
- 87. The LEA will use funds to meet the requirements contained in Title II, Part A, and all other applicable provisions of the ESEA Reauthorization of 2001 and will submit necessary documentation of compliance with requirements upon request. (Section 2121)
- 88. The LEA assures that neither it, nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any Federal department or agency. (34 CFR 85.225)
  - iv. Considers the student and the circumstances of the situation.
  - v. Is enforced accordingly.
- 93. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) available for public review after submission of the application.
- 94. That the program or activity shall undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures described in Section 4114(d)(2)(B); and that the results shall be used to refine, improve, and strengthen the program, and to refine the performance measures, and shall also be made available to the public upon request, with public notice of such availability provided. (Section 4115(a)(2))

**Title IV, Part A, Reference Section 4114(d)**

The LEA will:

- 89. Fund activities or programs that comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
- 90. Use funds under this subpart (Title IV, Part A) to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
- 91. Assure that drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
- 92. Have, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - a. Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
  - b. Security procedures at school and while students are on the way to and from school;
  - c. Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
  - d. A crisis management plan for responding to violent or traumatic incidents on school grounds; and
  - e. A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - i. Allows a teacher to communicate effectively with all students in the class.
    - ii. Allows all students in the class to learn.
    - iii. Has consequences that are fair, and developmentally appropriate.
- 95. That the LEA will comply with the provisions of section 9501 pertaining to the participation of private school children and teachers in the programs and activities under this subpart. (Section 4113(a)(7))
- 96. That the LEA shall develop its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals); and that on an ongoing basis, the LEA shall consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency's activities under this subpart with other related strategies, programs, and activities being conducted in the community. (Section 4114(c)(1))
- 97. That funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds. (Section 4114(d)(4))
- 98. That drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful. (Section 4114(d)(6))
- 99. That the applicant has, or the schools to be served have, a plan for keeping schools safe and drug free. (Section 4114(d)(7))
- 100. That the application and any waiver request under Section 4115(a)(3) will be available for public review after submission of the application. (Section 4114(d)(8))
- 101. That the LEA shall submit to the State educational agency such information that the State requires to complete the State report required by subsection 4116

(a), including a description of how parents were informed of, and participated in, violence and drug prevention: and that this information shall be made readily available to the public. (Section 4116(b) (1))

102. That the LEA is in compliance with the State law required by subsection (b) 107. requiring LEAs to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of LEAs in that State, except that such State law shall allow the chief administering officer of a LEA to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing. (Section 4141(b) (1))

### **Title V, Part A, Reference Section 5133(b)**

The LEA will:

103. Comply with this part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
104. Keep such records, and provide such information to the State educational agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibilities of the State educational agency under this part).
105. Provide, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
106. Evaluate programs carried out under this part annually. This evaluation:
  - a. Will be used to make decisions about appropriate changes in programs for the subsequent year.
  - b. Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part.
  - c. Will be submitted to the SEA at the time and in the manner requested by the State educational agency.
107. That the activities or programs be funded comply with the following principles of effectiveness described in section 4115(a) (1). In general, for a program or activity developed pursuant to this subpart to meet the principles of effectiveness, such program or activity shall:
  - a. be based on an assessment of objective data regarding the incidence of violence and

illegal drug use in the elementary schools and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities;

- b. be based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment;
- c. be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use;
- d. be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research; and
- e. include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity: and foster a safe and drug-free learning environment that supports academic achievement. (Section (d) (1), §4115 (a) (1))

### **Title V, Part A Participation of Private Nonprofit School Students**

108. Expenditures per NCLB, Title V, Part A participant are equal in public and private nonprofit schools or different only if based on documented needs. (Section 6402(b))
109. District personnel provide regularly scheduled supervision. (Section 6402(c), 6303(a)(4))
110. Title V, Part A services, materials, and equipment provided to private school students will be secular, neutral, and non-ideological in nature. (Section 6202(a)(1))
111. If the LEA determines, after consultation with a private school, that the services, materials, and equipment it provides with Title V, Part A funds are not feasible or necessary for the private school, it will make other arrangements to assure equitable participation for the private school students. (Section 6202(a)(1))

112. LEA will administer and control Title V, Part A funds and shall maintain title of materials, equipment, and property provided to private schools under Title V. (Section 6402(c)(1))

113. The public school district has signatures on file of the designated school officials for participating private nonprofit schools that certify their desire to have their

students participate on an equal basis in the NCLB, Title V, Part A program. (Section 6102(b)(1)(B), 6303(a)(4))

114. A complete and accurate description of services to be provided to the private non-profit students is on file in the district office. (Section 6402(c), 6303(a)(4))

*The following people have read the above assurances and will adhere to them for the implementation of the federal programs included in this application. The signatures below indicate approval of the expenditures and assurances described, including the budget pages:*

*Required Signatures:*

Dr. Benjamin Burnett  
Superintendent (Typed Name, and Signature) \_\_\_\_\_ Date

Dr. Kyle Hill  
LEA Board President (Typed Name, and Signature) \_\_\_\_\_ Date

Peggy Williams, Federal Programs  
Coordinator (Typed Name, Typed Program Coordinated, and Signature) \_\_\_\_\_ Date

\_\_\_\_\_  
Coordinator (Typed Name, Typed Program Coordinated, and Signature) \_\_\_\_\_ Date

\_\_\_\_\_  
Coordinator (Typed Name, Typed Program Coordinated, and Signature) \_\_\_\_\_ Date

\_\_\_\_\_  
Coordinator (Typed Name, Typed Program Coordinated, and Signature) \_\_\_\_\_ Date

**\*\* The Business Manager further certifies that the budget pages attached have been reviewed and reconciled with the district's primary accounting records.**

Jennifer Hession  
Business Manager (Typed Name and Signature) \_\_\_\_\_ Date

**MISSISSIPPI CONSOLIDATED APPLICATION CONTENTS**  
***ESEA Goals, ESEA Indicators, State Performance Targets***

Accountability, especially as it is reflected in student achievement results, drives the consolidated application’s contents. The following ESEA performance goals and indicators cut across the ESEA programs included in the application and reflect the key *No Child Left Behind Act of 2001* goal of improved achievement for all students.

The Mississippi Department of Education adopts the following five goals and the corresponding indicators and agrees to submit targets and baseline data related to the goals and indicators identified in the application. The Mississippi Department of Education must report performance targets for each indicator and baseline data for the targets to the USDE as a part of the Consolidated State Performance Report.

<b>Performance Goals and Indicators</b>
<b>Performance Goal 1:</b> By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State’s assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State’s assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The percentage of Title I schools that make adequate yearly progress.</li> </ul>
<b>Performance Goal 2:</b> All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.</li> </ul>
<b>Performance Goal 3:</b> By 2005-2006, all students will be taught by highly qualified teachers.
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The percentage of teachers receiving high-quality professional development. (as the term, “professional development,” is defined in section 9101 (34) of the ESEA).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)</li> </ul>
<b>Performance Goal 4:</b> All students will be educated in learning environments that are safe, drug free, and conducive to learning.
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The number of persistently dangerous schools, as defined by the State.</li> </ul>
<b>Performance Goal 5:</b> All students will graduate from high school.
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The percentage of students who graduate from high school each year with a regular diploma, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance Indicator:</b> The percentage of students who drop out of school, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.</li> </ul>

## State and Local School District NCLB Report Card Assurances

According to NCLB Section 1111(h), each State and Local Educational Agency (LEA) must establish and distribute annual report cards. The State report cards are required to be concise and understandable with a uniform format and must include:

- Student achievement data disaggregated by race/ethnicity, gender, migrant status, disability, English proficiency, and socioeconomic status.
- Comparison of actual achievement levels for each disaggregated group.
- Aggregate data on other indicators used to determine AYP.
- Two-year trend data regarding each subject and each grade level required by the statute.
- High school graduation rates.
- Performance of LEAs in the State that make AYP and those that do not.
- Percent of students for each disaggregated group who are not tested.
- Qualification of teachers, disaggregated by high poverty (top quartile) and low poverty (bottom quartile) status.

States may include additional information on the report card. Similarly, each LEA must establish and distribute a report card that includes:

- The number and percentage of schools in the LEA that are identified as needing improvement.
- A list of all schools that have been identified as needing improvement.
- LEA student achievement data compared to statewide data.
- Student achievement data of the school compared to the data of the LEA and State.

To ensure compliance with this statute the MDE encourages LEAs to use the State level NCLB reports when providing information to the public. However, if an LEA chooses to generate report cards, the report cards must contain all the components listed above. Please indicate by checking one of the boxes below indicating your district's method of reporting. **Report cards must be disseminated to parents no later than October 15th annually.**

District elects to use the state prepared NCLB report card.

District elects to generate NCLB report card that adheres to the requirements as outlined in NCLB Section 1111(h)(2).

Lamar County School District\_\_\_\_\_

**District Name**

Dr. Benjamin Burnett\_\_\_\_\_

**District Superintendent (Print)**

Peggy Williams\_\_\_\_\_

**Federal Program Director (Print)**

\_\_\_\_\_  
**Signature/Date**

\_\_\_\_\_  
**Signature/Date**

## Local Education Agency (LEA) Title I Plan

**MUST BE FULLY** completed.

1. Provide a **description** of high-quality student academic assessments, if any, that are in addition to the state required academic assessments that the LEA and/or schools may use to: (Section 1112(b)(1)(A)(i)(ii)(iii)(iv))
  - a) determine the success of children served with Title I, Part A funds in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;
  - b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students served with Title I, Part A funds to meet State student achievement academic standards and do well in the local curriculum;
  - c) determine what revisions are needed to projects funded with Title I, Part A funds so that children meet the State student academic achievement standards; and
  - d) identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

**a.)** Lamar County uses a number of assessments for determining success of children served by Title I and to provide information to parents and teachers: 1.) All students in kindergarten through 2<sup>nd</sup> grade are assessed with DIBELS three times during the school year (fall, mid-year, end of year) to determine their progress with literacy skills; 2.) All 1<sup>st</sup> and 2<sup>nd</sup> graders take the Gates MacGinitie Reading Assessment as a pre and post test to determine their reading achievement; 3.) All students at Tier 2 or Tier 3 are given DIBELS (through 6<sup>th</sup> grade) and the Gates MacGinitie for progress monitoring; 4.) MCT2 practice tests are used three times per year to determine students' progress in meeting the standards; and 5.) students enrolled in Fast ForWord take the Reading Progress Indicator to determine their growth in reading as the progress through the *Fast ForWord* program. In parent conferences the teachers keep parents informed of their children's progress as indicated on all assessments.

**b.)** In addition to the diagnostic testing described in (a.) above, *MCT2 Coach* and *Buckle Down* assessments are given throughout the year to determine the success of teaching and learning. As part of the collaborative team process in Lamar County schools, teacher teams give common assessments, then analyze the data to determine problem areas and to determine which students need additional assistance.

**c.)** Information from all the assessments mentioned in (a.) above are used to determine revisions that need to be made in Title I funded projects. Twice each year the schools analyze data from these assessments as well as from the state assessments to determine areas in need of improvement and change. They write and revise their individual "School Improvement Plans" based on this data analysis.

d.) DIBELS and Gates MacGinitie are used to identify students having reading difficulty. When students are determined to have a reading deficit, they are placed in STARS (*Students Tutored to Accelerate Reading Skills*), the Texas Scottish Rite Reading Program (for students with traits of dyslexia), and/or *Fast ForWord*. For STARS their progress is monitored with DIBELS and Gates MacGinitie. The progress of students in *Fast ForWord* is monitored through the use of the Reading Progress Indicator.

2. If applicable, provide a **description** of any other indicators that will be used in addition to the state's attendance and graduation indicators. (Section 1112(b)(1)(B))

Lamar County uses student achievement, school attendance rates, and graduation rates as indicators.

3. **Describe** how the LEA will provide additional assistance to individual students assessed as needing help in meeting the state's challenging student academic achievement standards. (Section 1112(b)(1)(C))

Lamar County works very hard to assure that all students having difficulty achieving academic standards receive the assistance they need. As mentioned in item #1 STARS is available for students through grade 3 who need to improve their reading skills. STARS consists of daily 30 minute one-on-one reading tutoring planned according to each individual student's needs. *Fast ForWord* is a computer based program available in grades K-12 to assist students having academic difficulty. It focuses on memory, attention, processing, and sequencing and thereby helps students in all academic areas. *Reading Assistant* is another computer program available in grades 1-12 to help students increase their reading fluency. Each school has a number of part-time tutors, many of whom are certified teachers, who tutor students individually or in small groups to help them meet the academic standards.

4. Provide a **description** of the strategies the LEA will use to coordinate programs funded with Title I, Part A funds with programs under Title II to provide professional development for teachers and principals, if appropriate, pupil services personnel, administrators, parents, and other staff, including local LEA level staff in accordance with parental involvement (Section 1118) and qualifications for teachers and paraprofessionals (Section 1119). (Section 1112(b)(1)(D))

The same goals and objectives are used for all professional development activities in Lamar County. The district and each school establish their professional development plans based on data analysis and other needs assessments to assure that Lamar County students reach the state's high academic standards. The District Professional Development Coordinator blends all available resources (District, Title I, and Title II) to reach the district and school goals. The district's advisory council made up of parents, teachers, and administrators meets three times each year to look at needs and to revise plans if warranted

5. **Describe** how the LEA will coordinate and integrate services provided under Title I, Part A with other educational services at the LEA and/or school level such as:

(Section 1112(b)(1)(E)(i)(ii))

- i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs as local elementary programs; and
- ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

i) There are two Head Start programs in Lamar County. The elementary schools work closely with these programs, offering the students about to enter kindergarten the opportunity to tour the school. The schools also go to Head Start to register the students for kindergarten and to talk with the parents. One school even has a summer “Pre-School Camp” for students about to enter kindergarten. The incoming kindergartners attend school for a week and learn all about the school as well as some readiness skills they may be lacking. The district’s Parents as Teachers also works very closely with Head Start as well as with other community agencies in helping to have children ready to learn. PAT attends each school’s kindergarten roundup in the spring, sends newsletters home for students who are about to enter kindergarten, and offers “getting ready for school” classes, held at the elementary schools, for children and their parents. In January 2009 the district and the University of Southern MS jointly began a preschool program for infants through 4-year old. It is open to all children in the county and prepares the children for school by offering a rich learning environment and actively teaching readiness skills. In 2009-2010 the district plans to begin a 4-year old preschool program at Baxterville School where less than 10% of the students attend preschool. Plans are for the costs to be covered by special education early intervention funds, district money and Title I stimulus funds.

ii) LEP students are served by 5 licensed ESL teachers who are paid by the district. Title III covers the cost of most of the instructional materials and computers for those classes. Any LEP student who is not achieving academic success or is in the tier process may receive tutoring by Title I part-time tutors or by participating in the *Fast ForWord* program funded by the district and by Title I. Children with disabilities receive most of their programming through the special education department. However, they are also eligible for participation in *Fast ForWord* as well as other supplemental programs funded by the district and by Title I. Migrant and immigrant students are eligible to receive all of the above services when needed. There are currently no neglected/delinquent youth in our district, but should there be the district would furnish them all appropriate services. The Curriculum Coordinator and the Federal Programs Director is the same person, so all services are fully integrated, and there is no fragmentation of programming.

6. Provide a statement verifying that the LEA will participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics. (Section 1112(b)(1)(F))

Lamar County Schools have participated in NAEP every year and will continue to participate if selected.

7. **Describe** poverty criteria that will be used to select eligible school attendance areas. List eligible attendance areas that will be bypassed. These schools must meet the requirements in Section 1113 (b)(1)(D)(i)(ii)(iii).

The March Child Nutrition report, submitted April 10, 2009, was used. Free and reduced school lunch numbers, by school were used and all K-5 schools with at least 40% free and reduced lunch are served.

In order to adequately serve the district's K-5 students, no middle or high schools will be served.

The eligible schools to be bypassed are:

Sumrall Middle School	(48.42%)
Purvis Middle School	(51.07%)
Sumrall High School	(47.46%)
Purvis High School	(44.19%)
Oak Grove Middle School	(40.83%)

8. **Describe** poverty criteria used to allocate funding at site. Please indicate source of data and method of gathering.

The March Child Nutrition report, submitted April 10, 2009, was used to determine eligibility. Free and reduced school lunch numbers, by school were used. All K-5 schools have at least 40% free and reduced lunch and will be served. The data from the March Child Nutrition Report was inserted on the demographics page so that the pre-set formula determined the allocation for each site.

9. Provide a **description** of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services under Title I, Part A. (Section 1112(b)(1)(H))

There are no targeted assisted schools in Lamar County.

10. **Describe** how the LEA will ensure that migratory children and former migratory children who are eligible to receive services under Title I, Part A are selected to receive such services on the same basis as other children who are selected to receive services. (Section 1112(b)(1)(J))

Administrators and counselors have all been given the definition of migrant children and asked to identify them at enrollment. Counselors are trained to pay careful attention to these children and their needs. In addition to assuring that these children receive the academic services that they need (such as tutoring), the counselors make sure that they have adequate school supplies, clothing, health care, etc.

11. **Describe** actions the LEA will take to assist its low-achieving schools identified under Section 1116 as in need of improvement. (Section 1112(b)(1)(L))

Lamar County has no schools identified as in need of improvement and no Title I schools at risk of being in need of improvement for 2009-2010. However, should a school become in need of improvement, the district will first analyze the data to determine where the weaknesses are and will assist the school in writing a professional development plan to address those weaknesses. Technical assistance will be provided by the district Office of Academic Education as well as by outside consultants to assure that the needs of the schools are being met. Parents will be fully apprised of the problems and their input will be requested. Additionally, meetings will be held with parents to involve them in the process and to help them develop the skills to assist their children at home.

12. Provide a **description** of how the LEA will meet the requirements of Section 1119. (Section 1112(b)(1)(N))

100% of paraprofessionals and classroom teachers in Lamar County School District in 2008-2009 are highly qualified. Lamar County's hiring policies state that no teachers other than those who are highly qualified may be hired except in case of emergency. Each summer the district offers a number of training opportunities that carry CEU's. The summer professional development activities are meshed with the reflected district needs and cover both regular education and special education. Therefore, teachers can get the information they need for successful instruction while earning the CEU's they need for licensure renewal without having to leave the district.

13. **Describe** your LEA's policy on how it will provide services to homeless children, including funds reserved to provide services comparable to homeless children who do not attend participating Title I schools, including related support services to children in shelters and other locations where children may live. (Section 1112(b)(1)(O))

Homeless children in all district schools receive the same services as all children in Title I schools. Each fall administrators and counselors receive training on identification of

homeless children. In this training they are provided with the form describing homelessness to assist them in identification. As the schools identify homeless students they complete the homeless form and send copies of the form to the Child Nutrition Department to assure the students receive free lunches. The schools also send the forms to the Federal Programs Director. The district-paid social worker assures that all are identified, and she regularly assesses their needs. Numerous community organizations assist to make sure the students' physical needs are met. Parents as Teachers, funded by the district and Title I, works with the parents on a regular basis. School counselors keep up with the homeless students, making sure that they are given the academic and social interventions that may be needed. Extra tutoring is available at all schools for homeless children and is done primarily during the school day. When tutoring is outside of regular school hours, transportation is furnished for homeless students.

## Title I, Part A, Parental Involvement

**MUST BE FULLY** completed.

1. An LEA must reserve funds for parental involvement activities for parents of private school children who participate in Title I, Part A activities from the amount the LEA has reserved for parental involvement. These funds must be reserved by the LEA before any allocation of funds to its respective school attendance areas and schools. The amount of funds reserved for these activities must be proportionate to the number of private school children from low-income families residing in participating public school attendance areas. Please **describe** the process used to determine the set aside amount for **private schools, if applicable**. (*Sections 200.65 and 200.77 of the Title I Regulations*)

The private schools in Lamar County choose not to accept Title I funds.

2. Section 1118(a)(3)(A) requires an LEA to reserve not less than one percent of its Title I, Part A allocation to carry out parental involvement programs, activities, and procedures, except this requirement does not apply if one percent of such allocation is \$5,000 or less. Section 111 Section 1118(a)(3)(B) requires LEAs to involve parents in the decisions regarding how funds reserved under Section 1118(a)(3)(A) are allotted for parental involvement activities. **Describe** how the school has involved parents in the decisions regarding how funds reserved under Section 1118(a)(3)(A) are allotted for parental involvement activities.

Each school utilizes their Parent Advisory Council to guide them in making decisions about the use of parental involvement funds. They meet with the parents several times during the year to evaluate current programming and to get suggestions for changes, additions, or deletions in the proposed parent activities. The parents advise the school about which activities best meet the parents' needs and about other needs that parents feel are important. In addition schools list the proposed activities on their web site or put it in their newsletters and ask for input from all parents.

3. Please **describe** the strategies and programs the **LEA and schools** use to implement effective parental involvement in programs assisted under Title I, Part A, as required in Section 1118. (*Attach copies of LEA's and schools' Parental Involvement Policies*)

The schools attempt to involve the parents in meaningful activities at the schools as often as possible. The activities that are the best received by parents are the Parent Nights or Parent Fairs held in the fall and in the spring. At these meetings they have a general session where they talk about Title I and how the funds are being spent; then the parents rotate through sessions related to the instructional goals of the school. Some of the sessions include: "Are You Smarter Than a Third Grader?" where parents work with the voters and a Promethian Board to try to answer MCT2 practice test questions; "How Do I Earn Accelerated Reader Points?" where the parents get an overview of the Accelerated Reader program and get to sample what the students do on the computer; "Tell Me about

STARS” where the parents get a tour of the tutoring program for struggling readers. They also offer sessions in the Fast ForWord and regular computer labs as well as a visit with their child’s teacher. “Family Reading Night” is another very successful evening activity. During “Family Reading Night” the families come to the school and go to different centers where the children dressed in costume lead the groups in reading activities, often teaching the parents how to use advanced technology. One school has family night where the older students give PowerPoint presentations about what they are learning. All schools host regular PTO meetings. At every meeting the parents are given explanations of the Title program in their school and are given opportunities to help in the school and to give input on the programming.

The day-time activities include “Muffins for Moms” and “A Date with Dad” where the teachers take time to explain how Title I impacts their classroom and how parents can be actively involved as volunteers. One of the most successful day-time activities is “Grits for Grans” or “Golden Grandparents Gathering.” The grandparents love coming to school and are the best volunteers. The schools have found many wonderful tutors in these grandparent meetings. The schools have found that tutoring is essential for the academic progress of a number of their students, and selected parents and grandparents are a wonderful help in this area. The schools also invite the parents into the schools throughout the year for musicals and other arts programs.

At the district level there are two committees which involve parents: The Superintendent’s Advisory Committee and the Advisory Council. The Superintendent’s Committee is comprised of parents, students, and teachers and works in all areas of district planning from fundraising for technology to dress code decisions to federal programs input. One meeting each year is devoted to the committee giving input on the Title I programming. The Advisory Council is comprised of parents, teachers, and administrators and works only with federal programs and professional development. Throughout the year the committee looks at what is working well and what is not and makes suggestions for improvement. At the end of the year the district hosts a luncheon for both these committees. Other parents, community members and the school board are also invited. The Federal Programs Director explains how all funds are being spent in the current year and presents a PowerPoint showing the results of the parent, teacher, and student surveys. At the conclusion of the presentation the participants work in table groups making lists of suggestions for use of the monies for the next year.

**Title I, Part A, Parental Involvement  
(Expenditures At-a-Glance)  
Entire Reserved Amount**

**Name of District** Lamar County

**Entire Reserved Amount** \$12,471

*(See Administrative set a-side sheet item 4 column V)*

*Section 1118 (a)(3)(c) of ESEA*

	<b>Proposed Activities</b>	<b>Description of activity</b>	<b>Amount of Set aside</b>
Private Reservation	Parental Involvement Activities for Private School Children		0
	Other Proposed Activities		0
	Other Proposed Activities		0
District Level Parental Involvement	District Parental Involvement Activities	Superintendent's Advisory Committee Advisory Council CFP Luncheon	\$624
	Family Literacy and Parenting Skills	Parents as Teachers Channing Bete Brochures Parent Fairs; Family Reading Night	\$3,050
	Parental Involvement Activities for School Improvement	Parent Surveys CFP Luncheon	\$200
	Other Proposed Expenditures	Muffins for Moms A Date with Dad Grits for Grans, etc	\$3,200
	Other Proposed Expenditures	Packets for summer family activities	\$800
	Other Proposed Expenditures	Newsletters Website information	\$650
	Other Proposed Expenditures	PTO Meetings OpenHouses Arts Galas	\$3,047
	Other Proposed Expenditures	School Parent Advisory Committees	\$900
<b>Total</b>	<b>Must equal <u>entire</u> Title I, Part A, Parental Involvement Set a-side:</b>		<b>\$12,471</b>

**Title I, Part A, Parental Involvement  
(Expenditures At-a-Glance)  
1% Reservation Only**

Name of District Lamar County

District 1% Obligation \$12471

*(See Administrative set a-side sheet item 4 column I)*

Public Schools' portion: \$11,847

*This amount must be 95% of the LEAs obligated (1%) reservation.*

Districts' Portion: \$624

*This amount must be 5% of the LEAs obligated (1%) reservation.*

*Section 1118 (a)(3)(c) of ESEA*

	Proposed Activities	Description of activity	Amount of Set aside
District Portion 5%	District Parental Involvement Activities	Superintendent's Advisory Committee Advisory Council CFP Luncheon	\$624
	Other Proposed Activities		
	Other Proposed Activities		
Schools Portion 95%	Family Literacy and Parenting Skills	Parents as Teachers Canning Bete Brochures Parent Fairs; Family Reading Night	\$3,050
	Parental Involvement Activities for School Improvement	Parent Surveys CFP Luncheon School Parent Advisory Committees	\$1,100
	Other Proposed Activities	Muffins for Moms A Date with Dad Grits for Grans, etc	\$3,200
	Other Proposed Activities	Website information Packets for summer family activities Newsletters	\$1,450
	Other Proposed Activities	PTO Meetings OpenHouses Arts Galas	\$3,047
<b>Total</b>	<b>Must equal Title I, Part A Parental Involvement 1% set-aside obligation:</b>		

## Public School Choice

(Only for those districts with Title I Schools in Need of Improvement.)

NCLB Requirements (Section 1116):

- For any school identified for Title I School Improvement, districts must provide all students in the school with the option to transfer to another public school within the district not identified.
- Districts must give priority to the lowest-achieving children from low-income families.
- Districts must provide/pay for transportation to the receiving schools to the extent required by federal and State law.
- A child who transfers may remain in the receiving school until the child has completed the highest grade in that school.

### A. District Choice Plan

1. **Describe** your district's mandatory Public School Choice program. Include information regarding the following:
  - a) Explain if there are any geographic or other limitations.
  - b) Describe measures that ensure the priority of transfers for lowest-achieving children from low-income families.
  - c) Provide an explanation if funds beyond the minimum required five percent of the district's allocation (up to fifteen percent) will be used for transportation costs to implement Public School Choice. Include an explanation of how these funds will only supplement transportation the LEA is already providing.

## Receiving Schools

- List the schools that can accept transfer students from Title I schools in need of improvement.

The receiving schools **MAY NOT** be Title I schools in need of improvement.

Title I School(s)	Grade Span	Non-Title I School(s)	Grade Span	Made AYP	
				Yes	No

### B. Parent Notification of Availability of Public School Choice

Districts must promptly notify parents of the availability of Public School Choice (in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand) to all students enrolled in a school that has been identified for Title I School Improvement. (NCLB Section 1116).

Districts are strongly encouraged to provide several choice options for parents. Parents should be provided a reasonable amount of time to consider their options, be given concise but detailed information on the performance and overall quality of the receiving schools, and be provided an opportunity to visit potential schools of choice.

- Describe the district's procedures** to implement parent notification required by NCLB Section 1116.
- Complaint Process: Describe** the LEA's procedures for receiving and acting on complaints from parents or other persons in parental relation to students in Title I schools in need of improvement. Include a timeline for handling complaints.

## Title I Parents-Right-to Know as required by NCLB

**MUST BE FULLY** completed.

### Provide a description of:

1. The LEA procedures (at the beginning of each school year) to notify parents of each student attending a Title I school that they may request information regarding the professional qualifications of their child's classroom teacher(s) and paraprofessional staff. The notice and information provided to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

Each school sends the parents a letter advising them that they are welcome to review the qualifications of all teachers and paraprofessionals which are on file at both the school and the district office. If the school has any teachers or paraprofessionals who are not highly qualified or who are teaching under a provisional status, the school sends an additional letter naming the teacher or paraprofessional who is not highly qualified and telling what their qualifications are. These notifications are sent in English and in Spanish. Many teachers post copies of their Mississippi Teachers License in their classrooms.

2. The LEA procedures to ensure that Title I schools provide:
  - a) To each parent information on their child's level of achievement in each of the State academic assessments; and
  - b) Timely notification sent to the parent if their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

**a.** At each school each teacher gives her/his students copies of their individual score sheets for the MCT2 or SATP. The teachers give them the achievement results in a parent conference so that they are available to help the parents understand the results and to answer any questions the parents may have. Additionally each school sends the parents the NCLP Report card with a Snapshot of School Performance. This allows the parents to be able to see how their child's scores are in comparison to all students in the school.

**b.** Each school sends the parents a letter advising them that they are welcome to review the qualifications of all teachers and paraprofessionals which are on file at both the school and the district office. If the school has any teachers or paraprofessionals who are not highly qualified or who are teaching under a provisional status, the school sends an additional letter naming the teacher or paraprofessional who is not highly qualified and telling what their qualifications are.

Whenever a teacher must be absent for four or more weeks a letter is sent to all parents in the class naming the substitute and explaining his/her qualifications. The letter states whether or not the substitute is highly qualified.

## PRIVATE/NON-PUBLIC SCHOOL PARTICIPATION FORM 2009-2010

**This form should be completed by the public school officials and presented to private/non-public school officials. A form must be completed for each private/non-public school located in the school district. The private school administrator is required to sign this form and may add comments.**

Private School Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_  
 Contact Person: \_\_\_\_\_  
 School District: \_\_\_\_\_

1. Participation Information (*Check the appropriate box.*)

	Title I, A Basic *	Title II, A Teacher Quality	Title III English Language Learners	Title IV, A Safe and Drug- Free	Other: Please List _____
Receiving Services From LEA	<input type="checkbox"/> \$_____	<input type="checkbox"/> \$_____	<input type="checkbox"/> \$_____	<input type="checkbox"/> \$_____	<input type="checkbox"/> \$_____
(Or) Declining Services	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No

**\*This amount should represent the total funds budgeted for the private school including a) Per Pupil Allocation for Instruction; b) Cooperative amounts contributed if applicable; and c) funds for equitable services.**

2. Meaningful consultation has taken place between the Local Educational Agency and private/non-public school officials to design and develop the program services and benefits to be provided. Date(s) of meetings: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Consultation meetings (face to face) must continue through implementation and assessment of such services. Records of the meeting(s) such as agendas and meeting summaries must be kept on file in the school district and available upon request.

**Description of Program:**

3. Attach a brief **description** of the program and/or activities that will be supported by each federal funding source for which the private/non-public school is applying. Such programs and activities, including materials and supplies, shall be secular, neutral, and non-ideological.

4. Please check the option(s) that will be used for selecting poverty students to generate funds for Title I student services.

- Data from the same source (e.g., free & reduced price lunch)
- Proportionality
- Survey, with extrapolation
- Correlated Measures

5. Please check the option(s) agreed upon for Title I services following consultation.

- Direct teacher services in private school
- Direct teacher services in public school building
- Direct teacher services at neutral site
- Services through third party contractor
- Summer School Program
- Other \_\_\_\_\_
- Materials/Supplies & Equipment
- Professional Development
- Weekend School Program
- Extended Day

6. What are the educational criteria used to select eligible private/non-public school children for participation in Title I, Part A services? (Including, but not limited to, standardized tests, classroom assessments, early childhood services, and/or teacher recommendation)

7. How will the services be academically assessed and how will the results of the assessment be used to improve services?

8. Equitable Services: List the public school attendance areas of residence for students attending this private school. Enter the Per Pupil Amount for each attendance area and multiply it by the number of **poverty students** to obtain the allocation for private school services. Enter the grand total of Title I funds for services for this private school's students. **(If the LEA is serving as fiscal agent, please include the amounts from contributing districts.)**

District Name _____ Eligible Title I Public School Attendance Area	Per Pupil Amount	X	Number of Private School Poverty Students	=	Total Allocation For Private Services
Grand Total					

9. Provide the following participation information. Information must correspond with student counts provided in private school section of demographic page (*Worksheet #4 of CFPA budget documents*).

Number of Title I Students	2008-2009 School Year		2009-2010 School Year	
	Eligible Students	Actual Participants	Eligible Students	Estimated Participants
Public School Students				
Private School Students Districtwide				
Private School Students at this school				

10. School District's 2009-2010 Title I Allocation \$ \_\_\_\_\_

11. Title I funds for equitable services provided for private school students:

a) Private School Professional Development \$ \_\_\_\_\_

b) Parental Involvement \$ \_\_\_\_\_

(Where the LEA Title I allocation is greater than \$500,000.)

c) Other \$ \_\_\_\_\_

12. Please **describe** how the LEA's Parental Involvement activities involve private/non-public school parents. **[To be completed by all LEAs with private/non-public schools]**

13. Title I cost estimates for private school services for the 2009-2010 school year.

a) 2009-2010 Title I funds budgeted for private school student services.

**[Total PPA for basic instruction and total for equitable services]**

a) \$ \_\_\_\_\_

b) 2008-2009 estimated unexpended balance of Title I funds for private school student services.

b) \$ \_\_\_\_\_

c) Total Title I funds budgeted for private school student services (a + b).

c) \$ \_\_\_\_\_

14. Title I staff Full Time Equivalent (FTE) and budgeted amounts for personnel and non-personnel services for this private school's student services for the 2008-2009 school year:

	FTE	Amount
a. Teachers	_____	\$ _____
b. Pupil Personnel Staff	_____	\$ _____
c. Paraprofessional(s)	_____	\$ _____
d. Other (Specify): _____	_____	\$ _____
e. Purchased Services	_____	\$ _____
f. Supplies	_____	\$ _____
g. Equipment	_____	\$ _____
h. Other (Specify): _____	_____	\$ _____
<b>Total Amount Budgeted</b>	_____	\$ _____

15. \_\_\_\_\_  
**Signature of Private School Administrator** \_\_\_\_\_  
**Date**

Private School Administrator Comments:

Provide any comments regarding service delivery options or reason(s) for declining services.

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## Title I, Part A, Neglected/Delinquent Activities and Expenditures

An LEA that receives Title I, Part A funds for Neglected children must provide services to children that reside in their Local attendance area and are defined as “neglected” children. If applicable, each LEA must provide below, specific descriptions and costs of proposed activities in the following approved categories: (SEC.1112 (b)(1)(E)(ii) (SEC. 1424)

Allowable Category	Proposed Activity	Cost
Transition programs for students who return to schools from correctional facilities:		
Drop-out Prevention Programs:		
Coordination of health and social services designed to improve the likelihood that at-risk students will complete their education:		
Special programs to meet the unique needs of participating students:		
Programs for mentoring and peer mediation:		
Other (please describe):		
Other (please describe):		
Other (please describe):		
<b>TOTAL MUST EQUAL Allocation for Neglected Facilities (Include carryover for revised applications only)</b>		

## Title II, Part A – Teacher and Principal Training and Recruiting

**MUST BE FULLY** completed.  
(Use additional sheet(s) if necessary)

1. Provide a **descriptive** summary of your comprehensive needs assessment highlighting leading factors surrounding professional development activities and the need for Class Size Reduction teachers.

Lamar County has no schools in need of improvement and currently all teachers at all schools are highly qualified. Therefore, the needs assessment used to determine Title II funding looked first at class size and secondly at professional development needs. Three elementary schools have shown rapid growth and consequently have larger class sizes than the other schools. Therefore, additional teachers were placed in kindergarten, first and second grade in those schools to reduce class size. Based on a professional development needs assessment survey given teachers, the remainder of the Title II money has been targeted for professional development in the areas of formative assessments, literacy, grading practices, Using Academic Vocabulary to Build Background Knowledge, Instructional Teaming, and Differentiated Instruction.

2. **Describe** the activities to be carried out and how they are aligned with challenging State standards.

The professional development funds will be used to assure that teachers and school-level administrators understand how to write formative assessments in order to assess the learning that is taking place so that the teachers can adjust their instruction as necessary. Additional training will include Robert Marzano's Vocabulary Building Strategies and Dr. Robin Jackson's Differentiated Instruction as well as "literacy" from Rick Stiggins' Results Now. Solution Tree will work with our district in training the administration and team leaders on how to make their collaborative teams more effective. Technology training will focus on the effective use of Promethian Boards as a learning tool. New teachers will continue to be trained in the PET model for effective teaching and in Ruby Payne's Understanding the Framework of Poverty. The goal of the professional development is to give administrators and teachers the knowledge and skills needed to maintain the focus on achieving challenging state standards for all students. The activities will include summer workshops and book studies for teachers, workshops and book studies for administrators, school-level "focused faculty meetings" which focus training on a specific topic, collaborative learning teams, "block" meetings for teachers who have a common planning time, after-school sessions for follow up on previous trainings, New Teacher Induction, and mentoring.

3. Provide a **description** of how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement.

The professional development activities will be based on the scientifically based research of Robert Marzano (Building Background Knowledge for Academic Achievement), Rick Stiggins (Results Now), Rick and Becky DuFour (Building Effective Professional Learning Communities), Robin Jackson (Never Work Harder Than Your Students), Douglas Reeves (Ahead of the Curve), Ruby Payne (Understanding the Framework of Poverty), and Madeline Hunter (The Program for Effective Teaching.) The research has established that when the activities cited in this research are used consistently and correctly, student achievement is positively impacted and achievement gaps are significantly narrowed. Robert Marzano's Building Background Knowledge for Academic Achievement actually uses more than 25 years of research to determine that vocabulary instruction is one of the strongest ways to build students' background knowledge and thereby improve achievement. Douglas Reeves' book is a compilation of numerous research studies done by various researchers, each of whom authors a chapter in the book. The Lamar County has a committee which reads the research to make determinations on the validity and appropriateness of the research for accomplishing the district's goals and reducing the achievement gap.

4. Provide a **description** of how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.

Administrators will monitor teachers' classroom instruction to assure that all students are receiving scientifically research based activities; and if they are not, the administrators will intervene to provide the teachers with additional strategies to strengthen classroom instruction. The District Office of Academic Education staff will assist school principals in order to provide more frequent and intensive monitoring utilizing formative assessments throughout the year to measure the impact on student achievement. The training for administrators will mirror the professional development that teachers are receiving in order to positively impact student achievement. For 2009-2010 the goal is for the students to be taught, given formative assessments, retaught, and reassessed in order for all students to meet the more rigorous state standards. Marzano's work will offer strategies that have proven successful in enabling ALL students to learn. Vocabulary instruction is especially important for the lower socio-economic students who lack a rich literacy background. Differentiated instruction will help teachers develop strategies to relate to all learners, to meet them where they are and take them forward. Effective collaborative teams will assure that learners' needs are met through the analysis of assessments and the establishment of appropriate interventions in the classroom. Research has established that when all these activities are used correctly and consistently the achievement gap is significantly narrowed or eliminated. Recent research indicates that effective collaborative teams are the single, most powerful tool for increasing student achievement.

5. **Describe** the method used to target funds to schools that have the lowest proportion of highly qualified teachers, the largest average class size, or are identified for school improvement.

No Lamar County schools are in improvement. March ADA was used to determine the average class size at each school. The three schools with the largest class size have been targeted to receive Title II funds to reduce class size. These three schools are in the school zones that are growing the fastest so will likely have even larger classes in 2009-2010.

6. **Describe** how the LEA will coordinate professional development activities authorized under Title II, Part A with professional development activities provided through other Federal, State, and local programs.

The same goals and objectives as well as the same scientifically based research are used for **all** professional development activities in Lamar County. The district and each school establish their professional development plans based on needs assessments. All professional development is data-driven to assure that Lamar County students reach the state's high academic standards. The District Professional Development Coordinator blends all available resources (District, Title I and Title II) to reach the district and school goals. The district's Advisory Council will also serve as a means of communication among all involved to assure that Title I, Title II, Title IV and District professional development activities all have the same focus and are well coordinated.

7. Provide a **description** of the professional development activities that will be made available to teachers and principals under Title II, Part A and how the LEA will ensure that the professional development needs of teachers and principals will be met using the Title II, Part A funds.

The professional development plans of the district and of the individual schools are based on the results of the needs assessment (surveys, MCT and classroom assessment data analysis, input from the Advisory Council, etc.) Title II funds are used to help furnish a summer retreat for administrators where they participate in a book study, analyze data, begin to write school improvement plans, and receive training on the district's initiatives for the year. They also have time to reflect and plan activities for the school year to assure that their teachers are receiving all the information and training they need to help students meet the rigorous academic standards. Summer professional development is offered for all teachers in the areas where they have indicated they need more information and training. Additionally, all teachers new to the district have three days of New Teacher Induction before beginning work in August and all first year teachers continue to have training monthly throughout the school year. The new teacher training focuses on Ruby Payne's Framework for Understanding Poverty and on Madeline Hunter's PET model for effective teaching so that each new teacher has the background training that all teachers

in the district have received. Each new teacher will be assigned a mentor who will work with the new teacher on a weekly basis assisting them with any areas of need.

8. **Describe** how funds will be integrated under Part A with funds received under Part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy.

Part D funds are used to partially fund a district instructional technologist who has the expertise to train teachers in all areas of technology integration. The professional development that she provides follows the district's plan, is directed toward the district's professional development goals, and is aimed at improving student achievement by integrating technology. Lamar County is one of the school districts receiving CISCO grants which have enabled the district to have more technology available for teachers. The instructional technologist works with the teachers training them in the appropriate use of the technology to facilitate student learning. All professional development activities are scheduled through the Office of Academic Education to assure that all training is complementary and follows the district's policies.

9. **Describe** how the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be carried out under Title II, Part A and in the preparation of the application.

All school staffs completed a Professional Development survey in the spring of 2009. Additionally school level personnel (teachers, paraprofessionals and principals) and parents have given input through the development of the schoolwide plans as well as through the school improvement plan that each school must prepare annually. Based on individual school data, these plans indicate the needs for each school, the goals that are set to meet the needs, and the plan (activities) to achieve the goals. Parents have had the opportunity for input on activities and on the application itself through the District Advisory Council, the Superintendent's Advisory Committee, as well as through the individual schools' Parent Advisory Councils and parent meetings. The district meshes its professional development goals and plans to help meet the needs of the schools and their students.

10. Provide a **description** of how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency: improve student behavior in the classroom and identify early and appropriate interventions to help students learn; involve parents in their child's education; and understand and use data and assessments to improve classroom practices and student learning.

Please see the description of professional development activities in numbers 2 and 3 above. These activities cover different learning styles and needs including students with disabilities. In addition to the Differentiated Instruction workshop, another offering in the summer professional development offerings is "Improving Access to General Curriculum for Students with Disabilities," aimed at helping regular education teachers work more effectively in the inclusion classroom. The professional development activities also help

teachers to identify and use early, appropriate interventions for students struggling academically. The Office of Academic Education, the district's Cadre of Trainers (trained teacher leaders), and others with expertise in specific areas will work with teachers in both large and small groups to give them the training they need. To help teachers more effectively work with students with limited English proficiency the district's five ESL Specialists will train at each school, giving the teachers appropriate strategies for helping the LEP students achieve success in the regular classroom. Within the first month of school all parents will be invited to their child's classroom where they will receive information from the teacher about the academic plans for the year, what they can expect from the school and the teacher, and how they can most effectively be involved with their child's education. At this time parents will also have the opportunity to volunteer to help in various ways. The District Test Coordinator will lead each school through the process of analyzing data. The teachers will then work in small collaborative teams to use the data to improve student learning. Additionally, the District Intervention Specialist will work with each school to make sure that everyone understands appropriate Tier 1, 2, and 3 interventions and that they are being carried out effectively. A concentrated focus will be on Tier 1, effective classroom instruction.

11. Provide a **description** of how the LEA will use Title II, Part A funds to meet the requirements of Section 1119 qualifications for teachers and paraprofessionals. *Note: According to the statute, districts failing to meet the Highly Qualified Annual Measurable Objectives (HQ AMOs) for two (2) consecutive years must develop an improvement plan that specifically addresses the issues that prevented the LEA from meeting the AMOs. During the development of the plan, the State will provide technical assistance to the LEA and schools as needed. After three (3) consecutive years of not meeting HQ AMOs and not making Adequate Yearly Progress (AYP), the LEA must enter into an agreement with the State on the use of funds and may no longer use Title II, Part A funds in the manner in which they were currently being used including using the funds for Class Size Reduction. § 2141*

Currently 100% of both paraprofessionals and classroom teachers in the Lamar County School District are highly qualified. Lamar County's hiring policies state that no teachers other than those who are highly qualified may be hired except in case of emergency. Each summer the district offers a number of training opportunities that carry CEU's. The summer professional development activities are meshed with the reflected district needs and cover both regular education and special education. Therefore, teachers can get the information they need for successful instruction while earning the CEU's they need for licensure renewal without having to leave the district.

12. **Explain** how the LEA will comply with Section 9501 regarding participation of private school teachers by providing children and their teachers or other educational personnel, on an equitable basis, special educational services, or other benefits that address their needs under the program.

The Lamar County School District and the private schools located in the district have an excellent working relationship. The private schools bring their special needs students to our district for services. Also, the district welcomes the private school staffs at workshops

and other professional development sessions that address needs that they may have. We also offer our services to them for professional development and training.

**Title II, Part A – Teacher and Principal Training and Recruiting  
(Expenditures at a Glance)**

<b>Proposed Activities (must be aligned with needs assessment)</b>	<b>Cost</b>
Professional Development for Public Schools (please describe):	
Professional Development for Private Schools (please describe):	
Teacher Salaries and Benefits for Class-size reduction (identify placement of CSR personnel on chart below):	\$275,857
Recruitment Incentives for HQ Teachers and Principals	0
Retention Incentives for HQ Teachers and Principals	0
Implementing Options to meet HQ Teacher Requirements	0
Implementing Options to meet Paraprofessional Requirements	0
Administration	
Other (please specify):	
Other (please specify):	
Other (please specify):	
<b>TOTAL MUST EQUAL Title II, Part A allocation (Include carryover for revised applications only)</b>	

**Placement of Class-Size Reduction Teachers in Schools: (attach additional pages if needed)**

<b>School</b>	<b>Number of Teachers</b>	<b>Grades/Content Areas</b>
Oak Grove Primary	3	Kindergarten & 1 <sup>st</sup> Grade
Oak Grove Lower Elementary	2	Second Grade
Sumrall Elementary School	1	Kindergarten




**Title IV Programmatic Section I – Safe and Drug-Free Schools and Communities 2009-2010**

School District Code: 3700 School District Name: Lamar County School District

<p>1. Data Driven Needs Assessment - <i>List the needs that will be addressed during this year including risk and protective factors and assets. Indicate the survey to be used to determine the needs, either Smart Tracks or PRIDE. List other sources such as MSIS that might be used.</i></p>	<p>2. Performance Measures (Short Term Outcomes - program/strategy effects expected, i.e. changes in student behavior or attitude, reductions in student discipline issues, etc. by the end of the year) - <i>List the performance measures using current baseline data and expected target for this year. Give # of persistently dangerous schools.</i></p>	<p>3. Science-based Strategies, Activities or Programs - <i>List the strategies, activities, or programs that you will use to address the performance measures. Indicate whether or not you plan to purchase materials, supplies, training, etc., to support a model program. Indicate if you plan to request a waiver from the SBR requirements.</i></p>	<p>4. Evaluation – <i>Briefly describe how you plan to evaluate the effectiveness of the strategies, activities, or programs, including how the results will be used to refine, improve, and strengthen the program.</i></p>
<p>The Smart Track survey will be used as the primary assessment tool.</p> <p>In addition, MSIS data will also be used in assessing district needs.</p> <p>Based on the survey results, the following areas will be addressed:</p> <ul style="list-style-type: none"> <li>• Reduce the number of discipline referrals in grades 6<sup>th</sup>-12<sup>th</sup></li> <li>• Decrease the percentage of students who feel unsafe at school</li> </ul>	<p>Reduce the number of discipline referrals in grades 6<sup>th</sup>-12<sup>th</sup> by 3%.</p> <p>Decrease the percentage of students who feel unsafe at school from 21% to 15%.</p> <p>ABC School District has 0 persistently dangerous Schools.</p>	<p>Get Real About Violence</p> <p>The Truth About Bullying</p> <p>Materials will be purchased to support The Truth About Bullying curriculum</p> <p>Training of additional SSOs</p>	<p>Smart Track survey and MSIS data results will be compared with initial base line data to see if performance measures were met.</p> <p>Pre- and post-test from the Get Real About Violence curriculum will also serve as an addition evaluation tool.</p> <p>The district will use these results as a guide to better target critical needs within the district that should be addressed.</p>

**Title IV Programmatic Section I – Safe and Drug-Free Schools and Communities 2009-2010**

School District Code: 3700 School District Name: Lamar County School District

<p>1. Data Driven Needs Assessment - <i>List the needs that will be addressed during this year including risk and protective factors and assets. Indicate the survey to be used to determine the needs, either Smart Tracks or PRIDE. List other sources such as MSIS that might be used.</i></p>	<p>2. Performance Measures (Short Term Outcomes - program/strategy effects expected, i.e. changes in student behavior or attitude, reductions in student discipline issues, etc. by the end of the year) - <i>List the performance measures using current baseline data and expected target for this year. Give # of persistently dangerous schools.</i></p>	<p>3. Science-based Strategies, Activities or Programs - <i>List the strategies, activities, or programs that you will use to address the performance measures. Indicate whether or not you plan to purchase materials, supplies, training, etc., to support a model program. Indicate if you plan to request a waiver from the SBR requirements.</i></p>	<p>4. Evaluation – <i>Briefly describe how you plan to evaluate the effectiveness of the strategies, activities, or programs, including how the results will be used to refine, improve, and strengthen the program.</i></p>
<p>Needs to be addressed:          1.) Prevalence of use of beer, other alcohol, and wine coolers (SmartTracks)          2.) Perceived harm of alcohol, tobacco, and drugs (SmartTracks)</p>	<p>1.) The following percentages of students report use in the last 3 months (SmartTracks):          Beer 21%          Other alcohol 23%          Wine coolers 15%  <b>The goal is to continue to reduce usage in each category by 3%.</b>          2.) According to student reports (SmartTracks):</p> <ul style="list-style-type: none"> <li>• 49% have 1 or more friends who use tobacco.</li> <li>• 51% have 1 or more friends who drink alcohol.</li> </ul> <p><b>The goal is to reduce each of these percentages by 5%</b>          3.)The following percentages of students report no or slight risk of harm for:          Occasional marijuana use 26%          1 or 2 drinks nearly every day 41%          Smoking 1 or more packs of cigarettes/day 22%  <b>The goal is to reduce each of these percents by at least 3%.</b>  <b>LCSD has no persistently dangerous schools.</b></p>	<p>The Mendez programs are used for all classes at all schools, K-12. As classes are added and consumables are used, more Mendez will be added.</p> <p>School counselors will be allotted funds to purchase additional research based materials for character education and for their needs in working with students to discourage bullying, gang activity, and other problems that lead to unsafe schools. Funds will also be used to purchase non-consumable Red Ribbon Week supplies at all schools.</p> <p>Some funds will be available to bring in to the schools character education programs that encourage self-esteem and wise choices and discourage “risky” behaviors.</p> <p>Additional funds will be used by the district’s police department to purchase security equipment</p>	<p>The effectiveness of programs and activities will be judged by surveys: classroom, teacher and parent surveys as well as SmartTracks.</p> <p>Discipline records and referrals to the alternative school will be monitored.</p> <p>The data will be compared to 2008-2009 data to see if the expected improvements were made</p>

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**Title IV Programmatic Section II – Safe and Drug-Free Schools and Communities 2009-2010**

School District Code: 3700 School District Name: Lamar County School District

1. In the space provided, briefly **describe** how the school district’s plan for drug and violence prevention will be coordinated with programs under the No Child Left Behind Act (i.e. Title I, and Title II) and other Federal, State, and local programs for drug and violence prevention, i.e. Local Coordinating Council programs/funding, partnerships, tobacco settlement funding, etc.

The Lamar County School District’s strategic plan calls for all units of study to include character education. As the teachers write their grade level/subject area curricula in compliance with No Child Left Behind, unit lessons will include character education as well as the Mendez curricula.

The district has received a 3-year CARE Grant (\$560,910) for drug testing and student assistance. The district also has a Project SERV Grant (\$100,000) for counseling and social work services. The counselors and social workers working with this grant will be able to go into homes as well as work with students on issues of violence, alcohol, drugs and tobacco.

The school district has two drug dogs. The dogs will be used by the district’s 9-person police force. The Title IV coordinator works closely with the school district’s police chief, sharing with him results of the SmartTracks and other surveys. The police officers go into the schools specifically working on areas of weakness pointed out on the SmartTrack survey results and in MSIS reports. The district’s police officers also go into the schools teaching lessons in gun safety at the elementary schools and being available to assist students at all schools. They also help coordinate with the Lamar County Sheriff’s Department to provide DARE for the district’s fifth graders

2. Please indicate how the school district will publicly report progress toward attaining the performance measures from column 2 of the plan (check all that apply).

- Press release
- Letter to parents
- Notice posted on the school district’s web site
- Local school board members
- Other \_\_\_\_\_

3. School districts that plan to apply for SDFSC funding must provide notice to the community of their intent to apply for the funds. Please indicate how this notification will occur (check all that apply).

- Press release
- Letter to parents
- Newspaper notice
- Notice posted on the school district’s web site
- Other \_\_\_\_\_

4. Meaningful and ongoing consultation with and input from parents in the development of the application and administration of the SDFSC program are required. Please indicate by checking the appropriate boxes below how this requirement has been met (check all that apply).

- Drug-Free Schools Advisory Council
- PTA/PTO
- Parent/family programs
- Other \_\_\_\_\_

**Title IV, Part A, Safe and Drug Free Schools and Communities  
(Expenditures At a Glance)**

<b>Proposed Activities</b>	<b>Name of Schools Implementing this Activity</b>	<b>Cost Per School</b>
Example: Drug/Violence prevention curriculum and instruction	Quentin Hill High School Mariea Middle School Marsha Middle School White Elementary School	\$700 \$600 \$600 \$500
Provide parental involvement activities	District	\$400
Hiring and training of school security personnel who interact with students (Combined with security equipment, must not exceed 40% of Title IV allocation)		0
Purchase and installing security equipment and technologies (Must not exceed 20% of Title IV allocation)	District Police Department	\$4593
Purchase supplies and materials	Counselors' supplies for all district schools	\$5408
Other Proposed Activities – <u>Additional Mendez curriculum</u>	All district schools	\$3900
Other Proposed Activities	Counselors from all schools to attend workshops	\$3700
Other Proposed Activities	Drug/violence prevention programs at all schools	\$4967
<b>TOTAL MUST EQUAL Title IV, Part A Allocation (Include carryover for revised applications only)</b>		\$22,968

**School Personnel List**  
**(Duplicate pages as necessary)**

Complete one page for each school that has personnel paid from one or more of the Federal Programs listed below.

Name of School:   Baxterville School  

Indicate type of school:   X   SW      TA      School Improvement

Personnel	Indicate the total number of personnel paid from each fund source.					
	Title I-A	Title I-C	Title N/D	Title II-A	Title III-A	Title IV-A
Pre-School Early Childhood	0			0	0	0
Kindergarten	0			0	0	0
Elementary 1-6	0			0	0	0
Secondary 7-12	0			0	0	0
Paraprofessional (Elementary)	2				0	0
Paraprofessional (Secondary)	0				0	0
Lead Teacher	0	0	0		0	0
Reading Specialist	0	0	0		0	0
Parent Center Coordinator	0				0	0
Parental Center Aid	0				0	0
Counselor	0		0		0	0
Computer Technician	0		0		0	0
Computer Lab Technician	0		0		0	0
Nurse	0		0		0	0
Supervision	0				0	0
Administration	0				0	0
Clerical	0				0	0
School Resource Officer	0		0	0	0	0
School Safety Officer	0		0	0	0	0
Other (list): Part-time tutors	2		0	0	0	0
Other (list):	0		0	0	0	0
<b>Total:</b>	4	0	0	0	0	0

**School Personnel List**  
**(Duplicate pages as necessary)**

Complete one page for each school that has personnel paid from one or more of the Federal Programs listed below.

Name of School:   Oak Grove Lower Elementary  

Indicate type of school:   X  SW   TA   School Improvement

Personnel	Indicate the total number of personnel paid from each fund source.					
	Title I-A	Title I-C	Title N/D	Title II-A	Title III-A	Title IV-A
Pre-School Early Childhood	0			0	0	0
Kindergarten	0			0	0	0
Elementary 1-6	1			2	0	0
Secondary 7-12	0			0	0	0
Paraprofessional (Elementary)	1				0	0
Paraprofessional (Secondary)	0				0	0
Lead Teacher	0		0		0	0
Reading Specialist	1		0		0	0
Parent Center Coordinator	0				0	0
Parental Center Aid	0				0	0
Counselor	0		0		0	0
Computer Technician	0		0		0	0
Computer Lab Technician	0		0		0	0
Nurse	0		0		0	0
Supervision	0				0	0
Administration	0				0	0
Clerical	0				0	0
School Resource Officer	0		0	0	0	0
School Safety Officer	0		0	0	0	0
Other (list):Part-time Tutors	4		0	0	0	0
Other (list):	0		0	0	0	0
<b>Total:</b>	7		0	2	0	0

**School Personnel List**  
(Duplicate pages as necessary)

Complete one page for each school that has personnel paid from one or more of the Federal Programs listed below.

Name of School:   Oak Grove Primary  

Indicate type of school:   X  SW   TA   School Improvement

Personnel	Indicate the total number of personnel paid from each fund source.					
	Title I-A	Title I-C	Title N/D	Title II-A	Title III-A	Title IV-A
Pre-School Early Childhood	0			0	0	0
Kindergarten	1			1	0	0
Elementary 1-6	0			2	0	0
Secondary 7-12	0			0	0	0
Paraprofessional (Elementary)	1				0	0
Paraprofessional (Secondary)	0				0	0
Lead Teacher	0		0		0	0
Reading Specialist	1		0		0	0
Parent Center Coordinator	0				0	0
Parental Center Aid	0				0	0
Counselor	0		0		0	0
Computer Technician	0		0		0	0
Computer Lab Technician	0		0		0	0
Nurse	0		0		0	0
Supervision	0				0	0
Administration	0				0	0
Clerical	0				0	0
School Resource Officer	0		0	0	0	0
School Safety Officer	0		0	0	0	0
Other (list):Part-time Tutors	5		0	0	0	0
Other (list):	0		0	0	0	0
<b>Total:</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>

**School Personnel List**  
(Duplicate pages as necessary)

Complete one page for each school that has personnel paid from one or more of the Federal Programs listed below.

Name of School:   Oak Grove Upper Elementary  

Indicate type of school:   X  SW   TA   School Improvement

Personnel	Indicate the total number of personnel paid from each fund source.					
	Title I-A	Title I-C	Title N/D	Title II-A	Title III-A	Title IV-A
Pre-School Early Childhood	0			0	0	0
Kindergarten	0			0	0	0
Elementary 1-6	1			0	0	0
Secondary 7-12	0			0	0	0
Paraprofessional (Elementary)	1				0	0
Paraprofessional (Secondary)	0				0	0
Lead Teacher	0		0		0	0
Reading Specialist	0		0		0	0
Parent Center Coordinator	0				0	0
Parental Center Aid	0				0	0
Counselor	0		0		0	0
Computer Technician	0		0		0	0
Computer Lab Technician	0		0		0	0
Nurse	0		0		0	0
Supervision	0				0	0
Administration	0				0	0
Clerical	0				0	0
School Resource Officer	0		0	0	0	0
School Safety Officer	0		0	0	0	0
Other (list):Par-time Tutors	6		0	0	0	0
Other (list):	0		0	0	0	0
<b>Total:</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**School Personnel List**  
**(Duplicate pages as necessary)**

Complete one page for each school that has personnel paid from one or more of the Federal Programs listed below.

Name of School:   Purvis Lower Elementary  

Indicate type of school:   X  SW   TA   School Improvement

Personnel	Indicate the total number of personnel paid from each fund source.					
	Title I-A	Title I-C	Title N/D	Title II-A	Title III-A	Title IV-A
Pre-School Early Childhood	0			0	0	0
Kindergarten	0			0	0	0
Elementary 1-6	0			0	0	0
Secondary 7-12	0			0	0	0
Paraprofessional (Elementary)	1				0	0
Paraprofessional (Secondary)	0				0	0
Lead Teacher	0		0		0	0
Reading Specialist	0		0		0	0
Parent Center Coordinator	0				0	0
Parental Center Aid	0				0	0
Counselor	0		0		0	0
Computer Technician	0		0		0	0
Computer Lab Technician	0		0		0	0
Nurse	0		0		0	0
Supervision	0				0	0
Administration	0				0	0
Clerical	0				0	0
School Resource Officer	0		0	0	0	0
School Safety Officer	0		0	0	0	0
Other (list):Part-time Tutors	5		0	0	0	0
Other (list):	0		0	0	0	0
<b>Total:</b>	6	0	0	0	0	0

**School Personnel List**  
(Duplicate pages as necessary)

Complete one page for each school that has personnel paid from one or more of the Federal Programs listed below.

Name of School:     Purvis Upper Elementary    

Indicate type of school:   X  SW     TA     School Improvement

Personnel	Indicate the total number of personnel paid from each fund source.					
	Title I-A	Title I-C	Title N/D	Title II-A	Title III-A	Title IV-A
Pre-School Early Childhood	0			0	0	0
Kindergarten	0			0	0	0
Elementary 1-6	0			0	0	0
Secondary 7-12	0			0	0	0
Paraprofessional (Elementary)	2				0	0
Paraprofessional (Secondary)	0				0	0
Lead Teacher	0		0		0	0
Reading Specialist	0		0		0	0
Parent Center Coordinator	0				0	0
Parental Center Aid	0				0	0
Counselor	0		0		0	0
Computer Technician	0		0		0	0
Computer Lab Technician	0		0		0	0
Nurse	0		0		0	0
Supervision	0				0	0
Administration	0				0	0
Clerical	0				0	0
School Resource Officer	0		0	0	0	0
School Safety Officer	0		0	0	0	0
Other (list):Part-time Tutors	2		0	0	0	0
Other (list):	0		0	0	0	0
<b>Total:</b>	4	0	0	0	0	0

**School Personnel List**  
(Duplicate pages as necessary)

Complete one page for each school that has personnel paid from one or more of the Federal Programs listed below.

Name of School: Sumrall Elementary

Indicate type of school:  SW  TA  School Improvement

Personnel	Indicate the total number of personnel paid from each fund source.					
	Title I-A	Title I-C	Title N/D	Title II-A	Title III-A	Title IV-A
Pre-School Early Childhood	0			0	0	0
Kindergarten	0			1	0	0
Elementary 1-6	0			0	0	0
Secondary 7-12	0			0	0	0
Paraprofessional (Elementary)	4				0	0
Paraprofessional (Secondary)	0				0	0
Lead Teacher	0		0		0	0
Reading Specialist	0		0		0	0
Parent Center Coordinator	0				0	0
Parental Center Aid	1				0	0
Counselor	0		0		0	0
Computer Technician	0		0		0	0
Computer Lab Technician	0		0		0	0
Nurse	0		0		0	0
Supervision	0				0	0
Administration	0				0	0
Clerical	0				0	0
School Resource Officer	0		0	0	0	0
School Safety Officer	0		0	0	0	0
Other (list):Part-time Tutors	5		0	0	0	0
Other (list):	0		0	0	0	0
<b>Total:</b>	10	0	0	1	0	0

**District Personnel List**  
(Duplicate pages as necessary)

Complete one page for each school that has personnel paid from one or more of the Federal Programs listed below.

Name of School: \_\_\_\_\_ Name of District: \_\_\_\_\_

Indicate type of school: \_\_\_SW \_\_\_TA \_\_\_School Improvement (Not Applicable for District Report)

Personnel	Indicate the total number of personnel paid from each fund source					
	Title I-A	Title I-C	Title N/D	Title II-A	Title III-A	Title IV-A
Pre-School Early Childhood						
Kindergarten						
Elementary 1-6						
Secondary 7-12						
Paraprofessional (Elementary)						
Paraprofessional (Secondary)						
Lead Teacher						
Reading Specialist						
Parent Center Coordinator						
Parental Center Aid						
Counselor						
Computer Technician						
Computer Lab Technician						
Nurse						
Supervision						
Administration						
Clerical						
School Resource Officer						
School Safety Officer						
Other (list):						
<b>Total:</b>						

**Special Programs  
Personnel in District or School(s)  
(Duplicate pages as necessary)**

Complete one page for each school that may implement other education programs not already listed. Examples include Preschool, Sumer School, Extended day, etc.

Name of School: District-wide Name of District: Lamar County

Indicate type of school: SW TA School Improvement (Not Applicable for District Report)

Programs	Indicate the total number of personnel paid from each fund source.					
	Title I	Neglected/ Delinquent	Title II	Title II, D	Title III	Title IV
Parents as Teachers	1	0	0	0	0	0

**Central Office /Administrative and Personnel**

Description	Location	Title I	Title II	Title III	Title IV		
Director of Federal Programs	District Office	.5	0	0	0		
Federal Programs Bookkeeper	District Office	.5	0	0	0		

Date of Submission: \_\_\_\_/\_\_\_\_/\_\_\_\_/  
 Effective Date of the Transfer: \_\_\_\_/\_\_\_\_/\_\_\_\_/

LEA Transferability Authority  
 For State Formula Grants under  
**Title II, Part A; Title II, Part D; and**  
**Title IV, Part A**  
 of the Elementary And Secondary Education Act  
 as amended by the  
**No Child Left Behind Act of 2001**

Name of Local Educational Agency (LEA) submitting this notice:

Address:

Person to contact about this notice:

Name:

Telephone:

Fax:

e-mail:

Programs from which funds will be transferred and to which the funds will be transferred:	Please check one:  From: ____ Title II, Part A    ____ Title IV, Part A  To: ____ Title I, Part A    ____ Title II, Part A    ____ Title II, Part D  ____ Title IV, Part A
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Amount of funds to be transferred: \$

Federal fiscal year of transferred funds:	Please circle one:  FY    08   09   10
---	--

MDE Approval \_\_\_\_\_ Date \_\_\_\_\_

## TITLE IX — GENERAL PROVISIONS

### PART A — DEFINITIONS

#### SEC. 9101. DEFINITIONS.

Except as otherwise provided, in this Act:

(1) AVERAGE DAILY ATTENDANCE-

(A) IN GENERAL- Except as provided otherwise by State law or this paragraph, the term average daily attendance' means —

- (i) the aggregate number of days of attendance of all students during a school year; divided by
- (ii) the number of days school is in session during that year.

(B) CONVERSION- The Secretary shall permit the conversion of average daily membership (or other similar data) to average daily attendance for local educational agencies in States that provide State aid to local educational agencies on the basis of average daily membership (or other similar data).

(C) SPECIAL RULE- If the local educational agency in which a child resides makes a tuition or other payment for the free public education of the child in a school located in another school district, the Secretary shall, for the purpose of this Act —

- (i) consider the child to be in attendance at a school of the agency making the payment; and
- (ii) not consider the child to be in attendance at a school of the agency receiving the payment.

(D) CHILDREN WITH DISABILITIES- If a local educational agency makes a tuition payment to a private school or to a public school of another local educational agency for a child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act, the Secretary shall, for the purpose of this Act, consider the child to be in attendance at a school of the agency making the payment.

(2) AVERAGE PER-PUPIL EXPENDITURE- The term average per-pupil expenditure' means, in the case of a State or of the United States —

(A) without regard to the source of funds —

- (i) the aggregate current expenditures, during the third fiscal year preceding the fiscal year for which the determination is made (or, if satisfactory data for that year are not available, during the most recent preceding fiscal year for which satisfactory data are available) of all local educational agencies in the State or, in the case of the United States, for all States (which, for the purpose of this paragraph, means the 50 States and the District of Columbia); plus
- (ii) any direct current expenditures by the State for the operation of those agencies; divided by

(B) the aggregate number of children in average daily attendance to whom those agencies provided free public education during that preceding year.

(3) BEGINNING TEACHER- The term beginning teacher' means a teacher in a public school who has been teaching less than a total of three complete school years.

(4) CHILD- The term child' means any person within the age limits for which the State provides free public education.

(5) CHILD WITH A DISABILITY- The term child with a disability' has the same meaning given that term in section 602 of the Individuals with Disabilities Education Act.

(6) COMMUNITY-BASED ORGANIZATION- The term community-based organization' means a public or private nonprofit organization of demonstrated effectiveness that —

- (A) is representative of a community or significant segments of a community; and
- (B) provides educational or related services to individuals in the community.

(7) CONSOLIDATED LOCAL APPLICATION- The term consolidated local application' means an application submitted by a local educational agency pursuant to section 9305.

(8) CONSOLIDATED LOCAL PLAN- The term consolidated local plan' means a plan submitted by a local educational agency pursuant to section 9305.

(9) CONSOLIDATED STATE APPLICATION- The term consolidated State application' means an application submitted by a State educational agency pursuant to section 9302.

(10) CONSOLIDATED STATE PLAN- The term consolidated State plan' means a plan submitted by a State educational agency pursuant to section 9302.

(11) CORE ACADEMIC SUBJECTS- The term core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

- (12) COUNTY- The term county' means one of the divisions of a State used by the Secretary of Commerce in compiling and reporting data regarding counties.
- (13) COVERED PROGRAM- The term covered program' means each of the programs authorized by —
- (A) part A of title I;
  - (B) subpart 3 of part B of title I;
  - (C) part C of title I;
  - (D) part D of title I;
  - (E) part F of title I;
  - (F) part A of title II;
  - (G) part D of title II;
  - (H) part A of title III;
  - (I) part A of title IV;
  - (J) part B of title IV;
  - (K) part A of title V; and
  - (L) subpart 2 of part B of title VI.
- (14) CURRENT EXPENDITURES- The term current expenditures' means expenditures for free public education —
- (A) including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities; but
  - (B) not including expenditures for community services, capital outlay, and debt service, or any expenditures made from funds received under title I and part A of title V.
- (15) DEPARTMENT- The term Department' means the Department of Education.
- (16) DISTANCE LEARNING- The term distance learning' means the transmission of educational or instructional programming to geographically dispersed individuals and groups via telecommunications.
- (17) EDUCATIONAL SERVICE AGENCY- The term educational service agency' means a regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.
- (18) ELEMENTARY SCHOOL- The term elementary school' means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.
- (19) EXEMPLARY TEACHER- The term exemplary teacher' means a teacher who —
- (A) is a highly qualified teacher such as a master teacher;
  - (B) has been teaching for at least 5 years in a public or private school or institution of higher education;
  - (C) is recommended to be an exemplary teacher by administrators and other teachers who are knowledgeable about the individual's performance;
  - (D) is currently teaching and based in a public school; and
  - (E) assists other teachers in improving instructional strategies, improves the skills of other teachers, performs teacher mentoring, develops curricula, and offers other professional development.
- (20) FAMILY LITERACY SERVICES- The term family literacy services' means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:
- (A) Interactive literacy activities between parents and their children.
  - (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
  - (C) Parent literacy training that leads to economic self-sufficiency.
  - (D) An age-appropriate education to prepare children for success in school and life experiences.
- (21) FREE PUBLIC EDUCATION- The term free public education' means education that is provided —
- (A) at public expense, under public supervision and direction, and without tuition charge; and
  - (B) as elementary school or secondary school education as determined under applicable State law, except that the term does not include any education provided beyond grade 12.
- (22) GIFTED AND TALENTED- The term gifted and talented', when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

(23) **HIGHLY QUALIFIED**- The term highly qualified' —

(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —

(i) an elementary school teacher who is new to the profession, means that the teacher —

(I) holds at least a bachelor's degree; and

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —

(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and —

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.

(24) **INSTITUTION OF HIGHER EDUCATION**- The term institution of higher education' has the meaning given that term in section 101(a) of the Higher Education Act of 1965.

(25) **LIMITED ENGLISH PROFICIENT**- The term limited English proficient', when used with respect to an individual, means an individual —

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

(26) LOCAL EDUCATIONAL AGENCY-

(A) IN GENERAL- The term local educational agency' means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

(B) ADMINISTRATIVE CONTROL AND DIRECTION- The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

(C) BIA SCHOOLS- The term includes an elementary school or secondary school funded by the Bureau of Indian Affairs but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this Act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.

(D) EDUCATIONAL SERVICE AGENCIES- The term includes educational service agencies and consortia of those agencies.

(E) STATE EDUCATIONAL AGENCY- The term includes the State educational agency in a State in which the State educational agency is the sole educational agency for all public schools.

(27) MENTORING- The term mentoring', except when used to refer to teacher mentoring, means a process by which a responsible adult, postsecondary student, or secondary school student works with a child to provide a positive role model for the child, to establish a supportive relationship with the child, and to provide the child with academic assistance and exposure to new experiences and examples of opportunity that enhance the ability of the child to become a responsible adult.

(28) NATIVE AMERICAN AND NATIVE AMERICAN LANGUAGE- The terms Native American' and Native American language' have the same meaning given those terms in section 103 of the Native American - Languages Act of 1990.

(29) OTHER STAFF- The term other staff' means pupil services personnel, librarians, career guidance and counseling personnel, education aides, and other instructional and administrative personnel.

(30) OUTLYING AREA- The term outlying area' means the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, and for the purpose of section 1121(b) and any other discretionary grant program under this Act, includes the freely associated states of the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau until an agreement for the extension of United States education assistance under the Compact of Free Association for each of the freely associated states becomes effective after the date of enactment of the No Child Left Behind Act of 2001.

(31) PARENT- The term parent' includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

(32) PARENTAL INVOLVEMENT- The term parental involvement' means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring —

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decisionmaking and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118.

(33) **POVERTY LINE**- The term poverty line' means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved.

(34) **PROFESSIONAL DEVELOPMENT**- The term professional development' —

(A) includes activities that —

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad schoolwide and district-wide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
- (II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are —
  - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
  - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to —
  - (I) State academic content standards, student academic achievement standards, and assessments; and
  - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

- (35) PUBLIC TELECOMMUNICATIONS ENTITY- The term public telecommunications entity' has the meaning given that term in section 397(12) of the Communications Act of 1934.
- (36) PUPIL SERVICES PERSONNEL; PUPIL SERVICES-
- (A) PUPIL SERVICES PERSONNEL- The term pupil services personnel' means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs.
- (B) PUPIL SERVICES- The term pupil services' means the services provided by pupil services personnel.
- (37) SCIENTIFICALLY BASED RESEARCH- The term scientifically based research' —
- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that —
- (i) employs systematic, empirical methods that draw on observation or experiment;
  - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
  - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
  - (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
  - (v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
  - (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.
- (38) SECONDARY SCHOOL- The term secondary school' means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.
- (39) SECRETARY- The term Secretary' means the Secretary of Education.
- STATE- The term State' means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.
- (41) STATE EDUCATIONAL AGENCY- The term State educational agency' means the agency primarily responsible for the State supervision of public elementary schools and secondary schools.
- (42) TEACHER MENTORING- The term teacher mentoring' means activities that —
- (A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that —
- (i) are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; and
- part of an ongoing developmental induction process —
- (I) involve the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; and
  - (II) may include coaching, classroom observation, team teaching, and reduced teaching loads; and
- (B) may include the establishment of a partnership by a local educational agency with an institution of higher education, another local educational agency, a teacher organization, or another organization.
- (43) TECHNOLOGY- The term technology' means state-of-the-art technology products and services.