



New Hampshire | LIVE FREE AND LEARN

Department of Education

New Hampshire Department of Education ESEA Local Educational Agency Title I, Part A Plan 2023-2024

Bureau of Instructional Support
Office of ESEA Programs
25 Hall Street
Concord, NH 03301

November 15, 2023

Purpose

The purpose of this document is to provide all subrecipients with information regarding the New Hampshire Department of Education (NHED), Office of ESEA Programs, Local Educational Agency (LEA) Title I, Part A Plan and if applicable, Schoolwide Program Plan.

The approval of a LEA Title I, Part A Plan by the NHED is a requirement for receiving Federal funding subgrants under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The LEA Title I, Part A Plan includes specific descriptions and assurances as outlined in the provisions included in ESEA. In essence, the LEA Title I, Part A Plans describe the actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Title I, Part A Plans summarize assessment data, school goals and activities.

Guidance

ESEA Section 1112 indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the State educational agency (SEA) a plan, approved by the SEA, that is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools. Consultation must not interfere with the timely submission of the LEA Title I, Part A Plan.

ESEA Section 1112(b) provides the LEA with plan components to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

In addition, ESEA Section 1114(b), requires an eligible school operating a schoolwide program develop a comprehensive plan. A LEA that identifies as a Schoolwide Program school is required to address additional schoolwide components within the LEA Title I, Part A Plan.

The LEA is required by ESEA Section 1112(a)(3)(A) to file the plan according to a schedule established by the SEA. The SEA may then approve the LEA's plan prior to being granted federal funds at the start of the fiscal year, only if the SEA determines that the LEA's plan provides that the schools served substantially help children meet the challenging State academic standards.

The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually review and, as necessary, revise its plan.

Per 2 CFR § 200.334 the request, form, supporting documentation, and NHED's response must be maintained for record retention purposes.

Local Educational Agency Title I, Part A Plan and Schoolwide Program Plan (if applicable)



To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency (LEA) shall complete the following information and submit the plan to the New Hampshire Department of Education (NHED) as part of the application for federal funding. Each component of each question must be addressed, if applicable, for the plan to be considered complete.

The LEA must submit their plan to NHED by emailing ESEA@doe.nh.gov and uploading the document to the LEA Homepage in the Grants Management System (GMS).

Local Educational Agency (LEA) Information

District Name:	Newmarket School District
LEA Official Name and Title:	Patricia Wons
LEA Official Contact Phone:	603-292-7953
LEA Official Contact Email:	wonsp@newmarket.k12.nh.us

For questions, please reach out to your federal program manager contact.

By signing below, you affirm that information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA.

Patricia Wons

LEA Official Name



LEA Official Signature

April 18, 2024

Date

NHED Use Only

I, on behalf of NHED, certify that I have reviewed the LEA Title I, Part A plan below and have determined the LEA:

- ☒ Has submitted a LEA Title I, Part A plan that meets the provisions of ESEA Section 1112(b) and Section 1114(b), if applicable.
- This document will be fully executed and returned to the LEA noting approval. The LEA must upload this document to GMS under the appropriate grant.
- ☐ Has not submitted a LEA Title I, Part A plan that meets the provisions of ESEA Section 1112(b) and Section 1114(b), if applicable.
- This document will be fully executed and returned to the LEA noting it has been denied. The LEA must revise their LEA Title I, Part A plan and re-submit to the SEA.

Melinda Pfaff - Program Coordinator

Melinda Pfaff

Digitally signed by Melinda Pfaff
Date: 2024.04.29 12:46:18 -04'00'

Printed Name and Title

Signature

Date

November 15, 2023

Local Educational Agency Title I, Part A Plan Annual Review and Schoolwide Program Plan *(if applicable)*



The local educational agency (LEA) plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually review and, as necessary, revise its plan. By doing so, the LEA assures the NHED that the information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA. If the LEA identifies as a Schoolwide Program school, after the initial approval of their Title I, Part A Plan, they must revise their approved plan to address the schoolwide program components.

The LEA must upload their annual review to the LEA Homepage in the Grants Management System (GMS) before being granted federal funds at the start of the fiscal year.

If revisions are made, the LEA must utilize Track Changes.

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

_____	_____	_____
LEA Official Name	LEA Official Signature	Date

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

_____	_____	_____
LEA Official Name	LEA Official Signature	Date

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

_____	_____	_____
LEA Official Name	LEA Official Signature	Date

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_____	_____	_____
LEA Official Name	LEA Official Signature	Date

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

_____	_____	_____
LEA Official Name	LEA Official <u>Signature</u>	Date



ESEA Section 1112(b) Title I, Part A Plan Components

If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

1. Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by-
 - (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - (B) identifying students who may be at risk for academic failure;
 - (C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
 - (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Answer:

Students are identified who may be at-risk for reading failure or are having reading difficulty through a variety of assessments. In addition to teacher observation and grade level curriculum, we use iReady Assessments, iReady Dyslexia Screeners, a phonics screener and spelling inventory as well as the NH state assessment. To determine eligibility, students scoring between the 25th and 40th percentile on both the state assessment and the iReady Assessment as well as students who do not reach the expected benchmark on other assessments are eligible to receive Title IA services.

Individual student success is determined by target growth indicators for all students. The Title IA Program assists in selecting students who meet the criteria for reading and math support. We assess the program effectiveness via monthly data meetings to share student progress and determine next steps if students are not making progress. If students are not making progress, the data leadership team will help the Title IA program with recommendations for a student's programming. Additionally, staff, students, parents and community members are surveyed related to the effectiveness of the Title IA program.

A variety of data points are used to determine student eligibility in the Title IA reading program at the Newmarket Elementary School

NH SAS Reading 3-5

- iReady Reading Assessment & Dyslexia Screener
- Acadience reading assessments
- Primary Spelling Inventory
- Phonics Screener (PSI)
- Phonemic Awareness Screener (PASI)
- Oral Reading Fluency

A variety of data points are used to determine student eligibility in the Title IA math program at the Newmarket Junior High School

- NH SAS Math 6-8
- iReady Math Diagnostic
- Illustrative Math Assessments
- Local Assessments

2. Describe how the LEA will identify and address, as required under State plans as described in Section [111\(g\)\(1\)\(B\)](#), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Answer:

The Title IA Reading Interventionist and the Title I Program Coordinator and hold a current NH Teaching Credential. The Title IA program for reading at the Newmarket Elementary School and the Title IA math program at the junior high are easily accessible for all students in the school who meet the criteria. The Title IA reading interventionist and the math interventionist not only collaborate with all educators, but also attend all professional development in the district. Communication is a strong component in the Title IA programs as transition plans are created to support the success of students when moving up the grade levels, including if attending schools outside of the district. Transition plans also include collaboration with the school counselors and the related service team so that all students and families are supported.

The MTSS Data Leadership Teams at both the elementary and junior high school meet monthly to analyze schoolwide and classroom data. The data team, including the Title IA reading interventionist and program coordinator, and the math interventionist, work together to determine which students are eligible for Title IA services based on our plan.

Title I Services go "above and beyond" the general curriculum in a number of ways. Dedicated teachers and reading and math interventionists work individually or in small groups with students who are in the Title IA program to identify and address gaps in skills and concepts in reading and math. Title IA services are available for students before, during, and after school. A summer program is currently being developed to offer reading and math support for all students in the Title IA program.

3. Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of [Section 1111\(d\)](#) if the LEA were to be identified. (School Improvement requirements for CSI and TSI identified schools.)

Answer:

The LEA will provide all students enrolled in Newmarket Elementary School and the Junior High School comprehensive support and improvement under subsection (c)(4)(D)(i) with the option to transfer to another public school served by the local educational agency, unless such an option is prohibited by State law. In providing students the option to transfer to another public school, the LEA shall give priority to the lowest-achieving children from low-income families, as determined by the Newmarket School Administrator and LEA for the purposes of allocating funds to schools under section 1113(a)(3). A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school.

4. Describe the poverty criteria that will be used to identify eligible school attendance areas under [Section 1113](#).

Answer:

The local educational agency shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency.

5. Describe, in general, the nature of the programs to be conducted by such agency's schools under Sections 1114 - Schoolwide Programs and 1115 - Targeted Assistance Programs and, where appropriate, educational services outside applicable schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Answer:

As a Targeted Assistance School, money in the Grant is budgeted to offer assistance for transportation, tutoring, and other related services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. The LEA is diligent in working with the town welfare office on identifying homeless families. The town and SAU offices are in the same building and discussion happens frequently. The School Social Worker also assists to support students and families who may be neglected and in community day school programs.

6. Describe the services that will be provided to homeless children and youths, including services provided with funds reserved under [Section 1113\(c\)\(3\)\(A\)](#), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Answer:

Money has been budgeted to offer assistance for transportation, tutoring, and other related services to any and all homeless children and families. The Newmarket School District has a policy on Homeless Education. We are diligent in working with the town welfare office on identifying homeless families. The town and SAU offices are in the same building and discussion happens frequently.

7. Describe the strategies that will be used to implement effective parent and family engagement under [Section 1116](#) - Parent and Family Engagement.

Answer:

A parent informational night occurs twice a year; a meeting is held in the fall and spring to inform the parents about the Title IA reading and math programs. In the spring, parents are given a survey to share feedback about their child's experience in the Title IA program. The Newmarket School District does have a Parent Involvement Policy. It is the responsibility of the Title I Program and school principal to provide parents with opportunities and access to resources to support their child's development in reading and mathematics.

8. Describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs, if applicable.

Answer:

Newmarket Elementary School has a Pre-Kindergarten program with students who are identified under IDEA and typical pre-school students as well. The Pre-K teachers are full time educators and communicate regularly with the kindergarten teachers and Title I reading interventionists, too. Each May Newmarket Elementary School holds a kindergarten screening which is the beginning steps of identifying students who may need more support when starting school.

9. Describe if operating an applicable school, how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under [Section 1115](#), will identify the eligible children most in need of services under this part.

Answer:

The Student Services Coordinator is the assigned liaison to work with any student in foster care. One of the primary responsibilities of this job is to assure that foster children will be enrolled and educated immediately. This individual must keep disaggregated data on all foster children.

Migrant students will be provided space and selected to receive Title I Services based on the same criteria as other students.

Money has been budgeted to offer assistance for transportation, tutoring, and other related services to any and all homeless children and families. The Newmarket School District has a policy on Homeless Education. We are diligent in working with the town welfare office on identifying homeless families. The town and SAU offices are in the same building and discussion happens frequently.

The Title IA program is easily accessible for all students in the school. The Title IA reading and math interventionists not only collaborate with all educators, but also attend all professional development in the district. Communication is a strong component in the Title IA program as transition plans are created to support the success of students when moving up the grade levels, including attending schools outside of the district. Transition plans also include collaboration with the school counselors and the related service team so that all students and families are supported.

Selection of students:

A variety of data points are used to determine student eligibility in the Title IA reading program:

NH SAS Reading 3-5

- iReady Reading Assessment & Dyslexia Screener
- Acadience reading assessments
- Primary Spelling Inventory
- Phonics Screener (PSI)
- Phonemic Awareness Screener (PASI)
- Oral Reading Fluency

A variety of data points are used to determine student eligibility in the Title IA math program:

- NH SAS Math 6-8
- iReady Math Diagnostic
- Illustrative Math Assessments
- Local Assessments

The MTSS Data Leadership Team meets monthly to analyze schoolwide and classroom data. The data team, including the Title IA reading interventionist, Title I Coordinator and math interventionists work together to determine which students are eligible for Title IA services.

10. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-
(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Answer:

Newmarket School District is implementing a Title IA Math Program at the Junior High School and as a result, will share all data related to math interventions and assessments, to the MTSS Data Team to support transition plans to the high school.

November 15, 2023



11. Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in [Section 111 Hc\)\(2\)](#).

Answer:

Newmarket Elementary School and the Newmarket Junior/Senior High School annually submits the school safety report to the NH ED which includes various forms of discipline and subgroups. The school administration reviews their data annually to ensure discipline is not disproportionate to any subgroup of students.

12. If the LEA determines this to be appropriate, describe how the LEA will support programs that coordinate and integrate-
- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
 - (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Answer:

No Title IA Program at the high school.

13. Describe any other information on how the funds will be used to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:
- (A) assist schools in identifying and serving gifted and talented students; and
 - (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Answer:

Newmarket Elementary School and the Junior High School is a Targeted Assistance School and does not have a separate gifted and talented program. Rather, teachers differentiate their instruction to meet the needs of all students, including those students who may be gifted and talented. Newmarket Elementary School and the Junior High School have a robust library/media center with full time Librarians with a NH credential. All students attend the library with their teacher and take part in lessons weekly taught from the school librarian. The school has a specific budget line to fund the library books and materials. Both schools also have a full-time digital literacy specialist who teaches each grade level on a weekly basis for the elementary school and in the Unified Arts rotation at the Junior High School. All Students receive robust instruction from both the library-media specialist and the digital literacy specialist to provide a well-rounded education to support academic achievement.



ESEA Section 1114(b) Schoolwide Program Components (if applicable)

If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

14. Describe the strategies that the school will be implementing to address school needs, including a description of how such strategies will-

- (a) provide opportunities for all children, including each of the subgroups of students (as defined in section [1111\(c\)\(2\)](#)) to meet the challenging State academic standards;
- (b) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- (c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-
 - i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and

Answer:

Not applicable

15. If programs are consolidated, describe the specific SEA and LEA programs and other Federal programs that will be consolidated in the schoolwide program.

Answer:

Not applicable

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ESEA References for Components of a LEA Title I, Part Plan

Component #2 **SECTION 1111 (g) OTHER PLAN PROVISIONS**

[GO BACK TO COMPONENT #2](#)

- 1) Descriptions - Each State plan shall describe-
- (B) how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);

Component #3 **SECTION III(d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.- (A & C are SEA responsibilities)**

[GO BACK TO COMPONENT #3](#)

(1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.-

- (B) LOCAL EDUCATIONAL AGENCY ACTION.-Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that-
- (v) is informed by all indicators described in sub-section (c)(4)(B), including student performance against State-determined long-term goals;
 - (zi) includes evidence-based interventions;
 - (zii) is based on a school-level needs assessment;
 - (w) identifies resource inequities, which may include a review of local educational agency and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
 - (x) is approved by the school, local educational agency, and State educational agency; and
 - (vi) upon approval and implementation, is monitored periodically reviewed by the State educational agency.

(D) PUBLIC SCHOOL CHOICE.-

- (i) IN GENERAL.-A local educational agency may provide all students enrolled in a school identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) with the option to transfer to another public school served by the local educational agency, unless such an option is prohibited by State law.
- (ii) PRIORITY.-In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest-achieving children from low-income families, as determined by the local educational agency for the purposes of allocating funds to schools under section 1113(a)(3).
- (iii) TREATMENT.-A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school.

SPECIAL RULE.-A local educational agency shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school.

(2) TARGETED SUPPORT AND IMPROVEMENT.-

(B) TARGETED SUPPORT AND IMPROVEMENT PLAN.- Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that-

- (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against long-term goals;
- (ii) includes evidence-based interventions;
- (iii) is approved by the local educational agency prior to implementation of such plan;
- (iv) is monitored, upon submission and implementation, by the local educational agency; and
- (v) results in additional action following unsuccessful implementation of such plan after a number of years as determined by the local educational agency.

Component #4 SEC. 1113. 20 U.S.C. 6313 ELIGIBLE SCHOOL ATTENDANCE AREAS.

[GO BACK TO COMPONENT #4](#)

(a) DETERMINATION.-

(!) IN GENERAL.-A local educational agency shall use funds received under this part only in eligible school attendance areas.

(5) MEASURES.-

(A) IN GENERAL.-Except as provided in subparagraph (B), a local educational agency shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency-

- (i) to identify eligible school attendance areas;
- (ii) to determine the ranking of each area; and
- (iii) to determine allocations under subsection (c).

Component #6 **(c) ALLOCATIONS.-**

[GO BACK TO COMPONENT #6](#)

(3) RESERVATION OF FUNDS.-

(A) IN GENERAL-A local educational agency shall re- serve such funds as are necessary under this part, deter- mined in accordance with subparagraphs (B) and (C), to provide services comparable to those provided to children in schools funded under this part to serve-

(i) homeless children and youths, including pro- viding educationally related support services to children in shelters and other locations where children may live;

ii) children in local institutions for neglected children; and

(iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Component #7 **SECTION 1116-PARENT AND FAMILY ENGAGEMENT**

[GO BACK TO COMPONENT #7](#)

(a) LOCAL EDUCATIONAL AGENCY POLICY

(1) IN GENERAL-A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.-Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.-

(1) IN GENERAL-Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). 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. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(c) ELIGIBLE CHILDREN.-

(!) ELIGIBLE POPULATION.-

(A) IN GENERAL-The eligible population for services under this section is-

(i) children not older than age 21 who are entitled to a free public education through grade 12; and

(ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.- From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.-

(A) IN GENERAL-Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.-A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.-A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.-A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.-A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

Component #11 **SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM.-**

[GO BACK TO COMPONENT #11](#)

- (1) IN GENERAL-Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).
- (2) SUBGROUP OF STUDENTS.-In this subsection and subsection (d), the term "subgroup of students" means-
- (A) economically disadvantaged students;
 - (B) students from major racial and ethnic groups;
 - (C) children with disabilities; and
 - (D) English learners.

Component #14 **SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM**

[GO BACK TO COMPONENT #14](#)

- (1) IN GENERAL-Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).
- (2) SUBGROUP OF STUDENTS.-In this subsection and subsection (d), the term "subgroup of students" means-
- (A) economically disadvantaged students;
 - (B) students from major racial and ethnic groups;
 - (C) children with disabilities; and
 - (D) English learners.