



**Please complete each of the following 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:

In the 2017-2018 school year, the Lake Preston School will be administering a School Planning Committee which was Board President driven. The committee consists of board members, administration, certified teaching staff, non-certified staff (cooks, custodians, aides), and community members. This committee was generated to discuss ideas and determine the direction of the Lake Preston School District. This committee will meet twice a year (once in September and once in April). During the meeting, members will discuss testing scores, needs and wants of the school and staff, ways to improve educationally and technologically, and being fiscally responsible.

Throughout the year, with Title requirements and board policy in place, all staff members will discuss testing scores, use curriculum and assessments to monitor student growth, and determine what needs to be implemented in the future for student achievement and learning. The special education director and staff communicates with teachers, students, and parents about IEP information as well as the accommodations made to help student's succeed in their general education classroom or appropriate setting. By utilizing supplemental curriculum, using state assessment data, and dialogue with the district teachers, a plan is put into place to provide the essential implementations for student growth and success at the Lake Preston School. Developing progressive professional development opportunities will enhance teacher instruction and training as well as show a correlation in student achievement, attitude, and education.

The mission of the Lake Preston School is twofold: It is our mission to provide our students with a foundation of knowledge and skills that will optimize their opportunities for success in a rapidly changing world and foster lifelong learning. We shall strive to instill in our students an appreciation for the virtues of honesty, citizenship, decency, earning rewards through hard work, and respect for people, property and social tradition.

Lake Preston School District is advanced in technology and offers all PreK-12 students a laptop, making them a 1-to-1 technology district. We offer dual-credit courses, are academically competitive, offer many extra-curricular activities, and have a low student to teacher ratio.

2. Describe how the LEA will identify and address, as required under State plans as described in Section [1111\(g\)\(1\)\(B\)](#), 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 Lake Preston School District will follow ESEA Statute (Section 1112 (e) (1) (A) & (B) in regards to making sure all teachers and staff members within the district have completed the required guidelines and criteria for educating children in the Lake Preston School District.

The federal education law put in place by the Elementary & Secondary Education Act (ESEA) requires that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers instructing their child. If you are interested in this information, you may send your request to the building principal who will provide a timely response.

The Lake Preston School District must also provide timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not qualified.

Lake Preston School will make sure all certifications are up to date and filed within the office of the Superintendent along with testing requirements. Lake Preston School will arrange staff to make sure that the students of Lake Preston School receive the best education within the walls of our building.

3. Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of [Section 1111\(d\)](#).

Answer:

Staff meets quarterly during early release time to evaluate curriculum, instruction, and make adjustments as needed in our K-12 building. Teachers are educated on how to pull reports from assessment databases such as SDStars and school wide curriculum at the end of each semester.

Teachers review Smarter Balance testing scores and our testing coordinator presents the data to our school board at the September/October board meeting. Discussion, ideas, and dialogue are present during this meeting with many stakeholders in the school district and community.

Staff will evaluate all strategies and actions in the spring/fall as well as give feedback to administration on new curriculums or requisitions in the spring.

New for the 2017-2018 school year, the Lake Preston School will be administering a School Planning Committee which was Board driven. The committee consists of board members, administration, certified teaching staff, non-certified staff (cooks, custodians, aides), and community members. This committee was generated to discuss ideas and determine the direction of the Lake Preston School District. This committee will meet twice a year (once in September and once in April). During the meeting, members will discuss testing scores, needs and wants of the school and staff, ways to improve educationally and technologically, and being fiscally responsible.

The Lake Preston School also uses outside resources such as the Department of Education, area schools, and specialists to determine what the school is completing correctly and what the school can become better at when educating children. Administration and staff members attend training and workshops to ensure that the school district is compliant with laws and regulations.

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

Answer:

The Lake Preston School District is a rural community that serves the educational needs of 39% of students that qualify for the Free/Reduced Lunch Program. The Free and Reduced Lunch Program will determine the Lake Preston School District poverty criteria.

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 such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Answer:

The Lake Preston School District operates one school-wide program in the PreK-6<sup>th</sup> grades. All teachers are considered Title teachers but the Lake Preston School has a halftime preschool teacher and halftime Title teacher who is scheduled to work with all of the students within the Lake Preston Elementary school-wide program. All instruction is conducted in the general classroom with peers and the classroom teacher.

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:

Lake Preston School District shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. The commitment to the educational rights of homeless children, youth, and unaccompanied youth, applied to all services, programs, and activities provided or made available. Lake Preston School District will designate an appropriate staff member as Homeless Liaison to carry out needed responsibilities, as stated in guidance.

A student may be considered eligible for services as a “Homeless Child or Youth” under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In a shelter, temporary shared housing, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building
- In temporary or transitional foster care placement

According to the McKinney-Vento Homeless Act, eligible students have rights to:

**Immediate enrollment:** Documentation and immunization records cannot serve as a barrier to the enrollment in school.

**School selection:** McKinney-Vento eligible students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which he/she currently resides (School of Residency)

**Remain enrolled:** In his/her selected school for the duration of homelessness, or until the academic year upon which they are permanently housed.

**Participate in programs:** For which they are eligible, including Title 1, National school lunch program, Head start, Even start, etc.

**Transportation services:** A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

**Referrals:** To health care and immunization services, dental services, mental health services, and other appropriate services.

**Dispute resolution:** If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The Homeless Liaison will assist you in making decision, proving notice of any appeal process, and filling out dispute forms.

The District Liaison shall ensure that the parent/guardian of a homeless student, and any unaccompanied youth are:

- Assisted in accessing transportation to the selected school

- Provide assistance in exercise of the right to attend the school of choice and other necessary services
- Identified and receive services without being stigmatized or segregated on the basis of homeless status
- Provided the above information in a manner and form understandable to the recipient and if necessary, to the extent feasible, in the native language of the recipient.

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

*NOTE: The strategies described here should reflect what is in the district level Parent and Family Engagement Plan.*



Answer:

Lake Preston School District is dedicated to providing a quality education for every student in our district. To accomplish this objective, the district will develop and maintain partnerships with parents/guardians, patrons, and community members. Lake Preston School District will involve parents/guardians in all aspects of the various local, state, and federal programs offered in Lake Preston School District. Our children benefit when school, home, and community work together to promote high achievement.

The Lake Preston School, recognize the importance of sharing the responsibilities for successful school achievement with the parents/guardians of our students. This policy will aid in the effective involvement and partnership of school, parents/guardians and the community to improve student achievements.

Annually parents and school staff will work to revise and improve the District and School Parent Involvement Policies. Lake Preston School District will work to publicize and actively recruit the participation of our parents/guardians.

Some examples of parent/family engagement are listed below.

- There will be benchmarking of students 3x per year.
- There will be regular communication with parents/guardians.
- Parental/guardian permission will be received before a child will be pulled for one on one supplemental instruction.
- Timely communication and information regarding the student's progress will be provided to the parents/guardians.
- An annual evaluation of the Title I Program will be conducted through the Title I Parent/Guardian Survey, discussion at the annual meeting and classroom teacher comments at the end of the year.
- Shall inform parents/guardians with the purpose of the Title I Program.
- Shall convene an annual meeting that will be scheduled in the spring of the year.
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide childcare through the afterschool program.
- Shall involve parents/guardians, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parent/guardian involvement policy.
- Parents/Guardians will receive state test results in a timely manner.
- If the Title I Program is not satisfactory to the parents/guardians of Lake Preston Elementary students, the school may submit parents/guardians comments on the Consolidated Title Plan.
- Establish a comfortable working relations and encourage parent/guardian visits and volunteer opportunities.
- Use different forms of communication for students, parents, and community members for relaying important information and do so in different languages or in hard/electronic copies if desired or necessary.

8. Describe how the LEA will support, coordinate, and integrate services with early childhood education programs, **including plans for the transition of participants** in such programs to local elementary school programs.

Answer:

The Lake Preston School has a kindergarten round-up, birth to 3 screening, and a preschool program that has 3 year old and 4 year old sections. Being that the preschool and other elementary grades are together in the same building, the Lake Preston School uses a similar schedule for the preschool as the other elementary classes. Preschool students use the same facilities and have a better transition into Kindergarten as we have the preschool students work with Kindergarten students regularly.

A comprehensive screening program is designed to locate or identify all individuals, birth through age twenty-one, that may be in need of special or prolonged assistance.

Voluntary pre-school screening is available and takes place through parent contact and awareness activities, i.e. in-service, interagency meetings, Head Start programs, and leaflets/brochures. Individual screenings are conducted covering all developmental areas for all individuals' birth through 5 years of age. Group standardized test data shall be reviewed at least annually.

Available data of individuals new to the district shall be reviewed by a multi-disciplinary team, which includes superintendent or designee, regular classroom teacher, special education teacher and related service providers, evaluators, and other Northeast Educational Services Cooperative staff members.

Annual vision screenings are conducted by the school nurse for grades 1, 3, 7, and hearing screenings are conducted by the speech therapists for grades 3, 5, 7, and upon request.

The kindergarten class has a health assessment and a vision check. Third grade has a vision screen. Fifth grade has a health assessment, vision and hearing check. The 5<sup>th</sup> grade girls have a scoliosis check.

9. Describe 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. If the district does not have any targeted assistance programs, please indicate that below.

Answer:

The Lake Preston School District is a school-wide program in regards to grades PreK-6. All teachers within the school-wide program are considered Title teachers but we do have a certified teacher that teaches preschool halftime and provides Title services halftime throughout each day of the week. In regards to Title or SPED the Lake Preston School will communicate with parents and provide documentation needed to service their child and educate them within the walls of the Lake Preston School to the best of their abilities. The acting Elementary Principal is also the Title I Director and communicates with staff on daily strategies and techniques used in the Title I classroom setting.

Referrals for special or prolonged assistance may be initiated by parents/guardians, public/non-public school personnel, the individual (self-initiated), and agencies or other individuals (with parents/guardians consent) at any time an individual are experiencing educational difficulties.

A referral (Form #6) may include any written request. A referral by a parent may be submitted verbally and documented by the preschool teacher or administrator. The referral is initially presented to the building principal, who contacts the SPED teacher and begins the process of a staffing to review the referral. This staffing may be presented as a TAT, informal review and consultation meeting, or a Child Assistance Team. Members of this meeting will often include the principal, special education teacher, preschool teacher, kindergarten teacher, school psychologist, regular education, school counselor, parent/guardian and/or student. At this time assignments are made for team personnel to conduct an informal assessment, which consists of an interview of the referring person, a review of the student's school records, a teacher observation/checklist form, and student observation in classroom setting.

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:

At the Lake Preston School, we offer a full time guidance counselor who assists in online classes and dual credit courses. The school guidance counselor creates and monitors personal learning plans at the beginning of each year and communicates with students and parents on the classes we offer at our district. Each year, the Lake Preston School District evaluates our CTE courses and clusters to enhance student learning in the workforce. Our guidance counselor provides career insight to students by determining their interests and communicating with them about future plans. As the guidance counselor, one job duty is to administer tests such as the ACT or ASVAB. Providing scholarship information and managing the higher education committee are resources the Lake Preston School District has as well.

Our school district also encourages staff members throughout all grades and content areas to attend trainings, professional development opportunities, workshops, and summer events to better themselves in their area of education. Students benefit from our staff members attending these trainings because of the ever-changing world of education and technology. Staff members within the Lake Preston School also set up orientations to help with transition periods from 6<sup>th</sup> grade to 7<sup>th</sup> grade, 8<sup>th</sup> grade to freshmen, and senior to post-secondary.

Within our K-12 district setting, students have the opportunity to enroll in college courses online. In recent years, students have taken advantage more and more of this opportunity. Students job shadow area businesses and during school hours can participate in a work-study for credit and a grade.

Lake Preston School District alumni students are invited back biannually to talk with current high school students about the transition to college or technical school. This discussion is helpful for our high school students to understand the changes that will be occurring as they enter postsecondary or the workforce. The alumni students provide insight, advice, and build communication with current students in high school.

The mission of the Lake Preston School District is to prepare students for the workforce and to be prepared for a successful life after high school.

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 1111\(c\)\(2\)](#).

Answer:

The Lake Preston School District collaborates with outside resources such as NESCS, behavior analysts, community and school counselors, and professional development to help reduce behavior in our K-12 school setting. When dealing with students on IEPs, the Lake Preston School will communicate with parents and provide documentation needed to service their child and educate them within the walls of the Lake Preston School to the best of their abilities. Making sure that state laws and regulations are followed will be monitored by administration on a daily basis. Administration, counselors, teachers, and support staff are sent to trainings to enhance their ability of dealing with behaviors and discipline that is directed towards students in our K-12 building and district.

Within the Lake Preston handbooks and discipline plans, students will have an understanding of the expectations of the Lake Preston School District and parents will be aware of the decisions regarding behavior and discipline if a situation occurs. These plans allow administration and teachers to be consistent with decisions and implementations each year. All handbooks and plans are approved by the school board and changes may be administered each school year pending the feedback of parents, students, teachers, and administration.

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:

Each year, the Lake Preston School District evaluates our CTE courses and clusters to enhance student learning in the workforce. Our guidance counselor provides career insight to students by determining their interests and communicating with them about future plans. Students job shadow area businesses and during school hours can participate in a work-study for credit and a grade.

We have multiple teachers within our 7-12 setting that are certified CTE teachers and use Perkins funds to enhance our CTE and educational programs. Through CTE opportunities, we offer more classes that allow students to work with their hands and give them a technical school opportunity within our rural school setting.

Being a small rural community, CTE courses and using community businesses and farmers has generated support from the district and allows students opportunities without having to travel long distances or transfer. The community, businesses, and district work hand in hand to ensure our students are receiving the best education that they can in a rural community.

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:

The Lake Preston School District will provide differentiated instruction to all students with the K-12 setting. Educating a well-rounded child is ever-changing as our school district demographics are different than other districts in the area. Making sure that can provide resources and opportunities within a small school is essential for retaining students as well as keeping our school moving in the right direction. Providing ample supply in technology and professional development will allow our school district to educate our students in current society.

Students in Lake Preston School will have many assets that will benefit them in the workforce and in postsecondary education. Implementing curriculums, gathering data, and involving all stakeholders will determine the direction and vision of the school and how we continue to improve and progress when educating the well-rounded student.

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# ESEA References for Components of a LEA 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 1111(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—
- (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against State-determined long-term goals;
  - (ii) includes evidence-based interventions;
  - (iii) is based on a school-level needs assessment;
  - (iv) 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;
  - (v) 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.—

(1) 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, determined 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 providing 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.

[Click here to go to the SD DOE Title I page to see the required components for both the District and School Policies.](#)

[GO BACK TO COMPONENT #9](#)

(c) ELIGIBLE CHILDREN.—

(1) 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.