

**Title I, Part A
LEA PLANS Provisions
Section 1112(b)**

Each LEA should have:

- An effective plan date and an indication of LEA approval by an authorized individual or entity.
- Documentation of the process employed in the development, approval, and regular revision of the plan.
- Communication documents, agenda, minutes/notes of meetings and sign-in sheets.
- Procedures and practices in place for disseminating individual student assessment results to teachers and parents.
- Each plan should reflect current SDE and LEA policies; e.g., H.Q, Accountability, ACCESS, ARMT, etc

DOCUMENTATION REQUIREMENTS

The board-approved LEA plan was developed by the District Advisory Council. The Council includes federal programs staff, teachers, community representatives, and parents. The District Advisory Council discussed the effectiveness and revision of the LEA plan at its annual meeting held on August 26, 2015. Results from the state academic assessments were discussed as well as the process for releasing the results. Procedures for revising and approving the plan were discussed.

The plan was disseminated to principals, board members, and central office staff. The principals discussed the plan with the faculties and input and revisions were solicited and implemented as deemed necessary.

Documentation of written SDE or consultant-approval of the plan

The plan was submitted to State Department of Education Specialist who offered input and suggestions to the plan.

Communication documents, agenda, minutes/notes of meetings and sign-in sheets

Documents from the meetings are available.

Procedures and practices are in place for disseminating individual student assessment results to teachers and parents

Test results are distributed by the Test Coordinator to the counselors at each school. The counselor gives a copy of the individual results to the classroom teachers to be disseminated on conference day, by mail, or to the student to take home. A copy of the results becomes a part of the student's cumulative file. Teachers are allowed to review the results to plan for instruction.

Central office personnel including the Superintendent, Administrative Assistants, the Curriculum Coaches, the Federal Programs Director, and the Testing Director are available to assist principals and teachers in analyzing individual and school-wide data in order to plan for effective instruction.

In General - To help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include:

(A) A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this part will use—

All schools in Winston County participate in the state-mandated assessments. Every student is assessed in accordance with the accountability requirements outlined in the *No Child Left Behind Act of 2001*.

Winston County uses Global Scholar or Aims WEB to conduct universal screening of all students K-12.

Winston County follows the State-mandated testing schedule for all students.

English Language Learners are tested based on the response to the Home Language Survey required upon enrollment in the system. The assessment used is the WAPP Assessment of Language Proficiency. The purposes of the assessment are:

- To determine the development and attainment of English proficiency
- To make appropriate instructional and program placement decisions

(B) At the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in such section.

LEA report cards are sent home and are published in the local newspaper. All available data including the results of ACT Aspire, universal screening, progress monitoring, semester tests, class tests, and class work are analyzed to identify strengths and weaknesses in the instructional program.

Central office staff assists principals, counselors, and teachers in data analysis by providing charts, graphs, and longitudinal data in a form that is easy to read and communicate to parents. That data is also the basis for the schools' Continuous Improvement Plans and professional development offerings. The schools' RtI plans address how students will be helped in areas of weakness.

Individual student reports are discussed with parents at the first parent/teacher conference and are sent home with students. Communication with parents concerning students' academic progress is an ongoing process. Assessment results, report cards, and parent conferences are used to inform parents of the students' progress. A system-wide call-out system is available for principals to use to contact parents concerning other parental involvement opportunities like open house, parent training sessions, and PTO meetings.

(C) A description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards.

Students identified as at risk of not meeting the state's challenging student academic achievement standards will be given supplemental reading and math instruction through research proven methodologies. The Student Support Team will make specific recommendations to meet individual student's needs. Computer labs equipped with research-based programs are available for student use. Classroom teachers, as well as resource personnel, provide explicit instruction in a small group setting. Parents of all children are encouraged to play an active role in their child's education. The goal of the school system is to provide accelerated enrichment and intervention for the at risk student population.

(D) A description of the strategy the local educational agency will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals and, if appropriate, pupil services personnel, administrators, parents, and other staff including local educational agency level staff in accordance with sections 1118 and 1119.

The UNA In-service Center conducts a system-wide needs assessment with all faculty and staff to determine needs for which they may provide opportunities for professional development.

Needs are prioritized and opportunities are planned based on those needs. All Title I staff members are included in activities. Title II funds are used to augment the funds needed to implement fully the planned activities.

Title I or II funds are set aside to assist teachers in attaining a highly-qualified status (if the need arises).

All Title I staff development activities are correlated to each school's needs. A strong emphasis is placed throughout the system on ongoing, job-embedded professional development, and an equally strong emphasis is placed on ensuring principals are instructional leaders.

Funds from other sources are used, when available, to augment and complement the plans. Teachers, administrators, support personnel, and central office staff work together to ensure the effectiveness of the professional development offered.

At the end of each school year, all federal programs are evaluated by the faculties and parents through the use of Title I surveys. The results from the program evaluations are used to plan for the next year.

(E) A description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as:

Winston County Schools strive to collaborate with other agencies in an effort to coordinate services and eliminate duplication of services. Kindergarten registration is held each spring to provide parents and students an opportunity to visit the schools. Parents are given information to help support a smooth transition to kindergarten.

All schools host an open house to allow students and parents to meet the teachers and principal and become familiar with the schools' routine. This gives parents and students a chance to become familiar with the new environment.

All Winston County Schools strive to provide services to support the instructional programs.

A liaison will be available, as needed, for parents of English Language Learner students to assure an understanding of the schools' policies, rules, and expectation. All written communications can be made available in the parents' primary language.

Preschool education services are part of the total special education program offered by Winston County Schools. Preschool programs are offered on three school campuses to children ages 3-5. Certified early childhood teachers teach these programs. The programs help children to develop socially, emotionally, physically, and academically. In addition, the school system employs a Speech Language Pathologist to provide language and speech instruction to preschool students.

Identified homeless students receive services as needed.

(F) An assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994. (G) A description of the poverty criteria that will be used to select school attendance areas under Section 1113.

The Winston County School System assures schools will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grades in reading and mathematics carried out under *Section 411(b)(2) of the National Education Statistics Act of 1994.*

Poverty Criteria [Section 1113]

Attendance area eligibility is calculated based on free/reduced lunch data and enrollment for the twenty days after Labor Day to determine each school's poverty index. Schools are then rank-ordered according to their poverty index with the school having the greatest percentage of poverty level children ranked first. The poverty criteria used in Winston County is taken from the Child Nutrition Program.

In accordance with *NCLB*, Winston County Schools will be selected for Title I funding using the 35% rule (unable to go below 51.34%). Attendance area eligibility is calculated based on free/reduced lunch data and enrollment for the seventh month during the preceding school year to determine each school's poverty level index. This formula is used for all schools in the system. Schools are then "rank ordered" according to their poverty percentage. The school ranking first will have the greatest percentage of children in poverty. Schools are allocated the same amount per student based on their free and reduced lunch count.

(H) A description of how teachers, in consultation with parents, administrators, and pupil services, personnel, in targeted assistance schools under Section 1115,

will identify the eligible children most in need of services under this part.

All eligible schools are school-wide Title I schools.

(I) A general description of the nature of the programs to be conducted by such agency's schools under the Schoolwide Program (Section 1114) and the Targeted Assistance Program (Section 1115) 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.

Winston County Schools has no students identified as neglected or delinquent enrolled in community day school programs receiving federal assistance. Winston County Schools currently have no students identified as neglected or delinquent. However, if it is determined that a student meets the definitions of neglected and delinquent based on the information provided by the adult enrolling the child, the student will be evaluated using the same instruments as all new students so that appropriate educational services are provided. If the child or youth resides in a local or state facility or institution for neglected or delinquent children, the school will know that appropriate interventions must be put into place

(J) A description of how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part.

Migratory children are identified using the guidelines from the Federal Government and the Alabama State Department of Education. An Employment Survey is filled out during the registration process. The form is sent to the central office where it is used to determine if the student is eligible for migrant services. Migrant students are allowed to receive services on the same basis as other children. The students who have moved during the school year and are in danger of failing receive priority services.

(K) If appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under Section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program.

A pre-assessment is administered to children prior to entering school. This process makes the transition to school much more effective. In addition, the school system can identify the needs of the students prior to their entering the school. Preschool Special Education services are part of the total education program offered through the Winston County School System. Preschool programs servicing special education students as well as regular students are offered at two school sites.

(L) A description of the actions the local educational agency will take to assist its low-achievement schools identified under Section 1116 as in need of improvement.

If a Title I school is identified:

*The LEA will assist the school in developing a school improvement plan. Parents, school staff, outside experts, and the LEA will work together to develop the plan. The LEA will provide assistance in reviewing performance data. The plan will be board approved and submitted to the Alabama State Department of Education.

*The LEA will provide technical assistance in strengthening extended learning opportunities.

*The school will specify how funds will be used to remove the school from school improvement. The LEA will assist in the budgeting process.

*The school will incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school. The school will identify the reason for the school being a focus or priority school. The school will directly address the academic achievement problem. The subgroup(s) will be identified.

*The school will adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all sub groups of students specified in the accountability process and enrolled in the school will meet the state's proficient level of achievement on the state academic assessments.

*The school will establish specific goals to ensure continuous and substantial progress for each subgroup of students. Emphasis will be put on students who have not met the proficiency level. Students who have not met the proficiency levels will be provided additional resources and explicit instruction.

*The school improvement plan will include strategies to promote effective parental involvement in the school.

(M) A description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of Section 1116.

- An explanation of what the Section 1116 designation means and how the school's academic achievement compares to other schools of the same grade configuration in the LEA and in the state.
- The specific areas that contributed to the school's designation.
- An explanation of actions the school and LEA are taking to address the school's status.
- An explanation of how the parents can become involved in addressing the academic challenges that contribute to being a focus or priority school.

(N) A description of how the local educational agency will meet the requirements of Section 1119, Qualifications for Teachers and Paraprofessionals.

Winston County Schools use Title I funds to support ongoing training and professional development to assist teachers and paraprofessionals in satisfying the requirements of Section 1119. Professional

development activities will be coordinated with regional and state in-service centers. Work Keys and the Praxis is used to ensure the person meets compliance.

All Winston County principals operating under Title I school-wide programs are required to submit written confirmation that their school is in compliance with the requirements of Section 1119.

(O) A description of the services the local educational agency will provide homeless children, including services provided with funds reserved under Section 1113(c)(3)(A).

All Title I schools are school-wide schools. All homeless children are provided the same opportunities as other students. Students are provided necessary assistance such as guidance and counseling through the school counselor, and health and nutrition services through the Child Nutrition Program.

(P) A description of the strategy the local educational agency will use to implement effective parental involvement under Section 1118. (Note: Your LEA's complete parental involvement plan with all required components should be included as a part of this LEA Title I Plan or as an addendum to this plan.)

Winston County Board of Education Parental Involvement Plan

2015-2016

***NOTE:** In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement plan that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (LEA parental involvement plan). The plan establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).*

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement plan. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required LEA Parental Involvement plan Components" below, they will have incorporated the information that section 1118(a) (2) requires be in the LEA parental involvement plan. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

PART I. GENERAL EXPECTATIONS

The Winston County Board of Education agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this LEA parental involvement plan into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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 decision-making 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 of the ESEA.

- [For States where a Parental Information and Resource Center is established] The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED LEA PARENTAL INVOLVEMENT PLAN COMPONENTS

[NOTE: The LEA Parental Involvement plan must include a description of how the district will implement or accomplish each of the following components. *[Section 1118(a)(2), ESEA.]* This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.]

1. The Winston County Board of Education will take the following actions to involve parents in the joint development of its LEA parental involvement plan under section 1112 of the ESEA:

Each Title I school will host an Annual Title I Parent Meeting. A committee will be formed which will have representation from consisting of two parents, two teacher, and the principal. These meetings will be planned using a flexible schedule (day and evening) and held bi-annual to discuss plans and evaluation of progress for the year.

2. The Winston County Board of Education will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

The District Parent involvement committee meets biannually to discuss, review, and assess, not only the District Parent Involvement plan but, each schools ACIP, Parent/Teacher/Student Compact, and the ACIP. The members of the district committee are also members of the local school parent committee. These members are the liaison for the district back to the schools and from the schools back to the district. This has been instrumental in recommendations to improve the safety and academic success of our schools. This committee will meet to discuss the needs, assess the progress of programs and plan for the future of the students of Winston County as a district.

3. The Winston County Board of Education will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Each Title I school will begin each school year by participate in School Eve—Schools will be open the night before school begins to allow parents to come with their child to meet with teachers and staff (bus drivers, lunchroom ladies, maids, and janitors), visit classrooms, and tour the school. Parent/Teacher conference days will be scheduled throughout the school year. Student presentation activities (science fair, art fair, writing fair) will held in the fall and spring. Parents will also participate in the annual Parent Involvement Survey/Evaluation of the current year program. Parent/Teacher conferences will be held on an as needed concerning each individual child.

4. The Winston County Board of Education will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs by: *Classworks, A Plus, Pre-School, Basic computer and technology needs, winstonk12.org*

5. The Winston County Board of Education will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Parental Involvement Survey

1. The Winston County Board of Education will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:

 - B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Parent / School Compact
- Understanding your child's Test scores
- Various nutrition classes
- Helping your child with homework

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- School /Parent Compacts
- Use of the winstonk12.org website
- Parent/Teacher Conference
- Parent-Teacher Organizations
- Individual teacher classroom webpages
- School Check-in
- School notification program-SchoolCast to alert and invite parents to various activities.

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Title I Annual meeting
- Bi-Annual Winston County Parent Involvement Committee Meeting
- Winston County Advisory Council meeting
- Parent/Teacher Conference
- Parent-Teacher Organizations

E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Title I Annual meeting
- Bi-Annual Winston County Parent Involvement Committee Meeting
- Winston County Advisory Council meeting
- TransAct
- Winstonk12.org website, Parents Page
- Local School Webpage

PART III. DISCRETIONARY LEA PARENTAL INVOLVEMENT PLAN COMPONENTS (

NOTE: The LEA Parental Involvement plan may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a LEA parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

PART IV. APPROVAL

This LEA Parental Involvement plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Parent Involvement Committee. The school district will distribute this plan to all parents of participating Title I, Part A children on or before August 31, 2015.

Shandy Porter,
Federal Programs Director

August 5, 2015
DATE OF APPROVAL

(Q) A description of the process/procedures the LEA uses to ensure the implementation of the Parents Right-to-Know provisions under Section 1111(h)(6), Section 1112(g), and Section 3302.

Parents Right-to-Know

(Teacher Qualifications • Not-Highly-Qualified Status)
No Child Left Behind Act of 2001

Title I Section 1111 (h)(6)

- (A) **QUALIFICATIONS-** At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers.

To request teacher qualifications for a teacher at a local Title I school contact the following:

Addison Elementary School, Mr. Jeff Scott, Principal

Double Springs Elementary School, Mr. Keith Hood, Principal

Double Springs Middle School, Mr. Ben Aderholt, Principal

Lynn Elementary School, Mr. Brian Heck, Principal

Meek Elementary School, Ms. Amy Hiller, Principal

If you are interested in this information, you may obtain the necessary form to make the request from your child's school or central office (Mr. Shandy Porter (205) 489-5018 ext. 6714). Once the form is completed and returned to the school, the requested information will be mailed to the address listed on the request form within ten (10) working days after receiving the request.

For further questions regarding Parents Right to Know Please Contact:

Mr. Shandy Porter
Federal Programs Director
Winston County Board of Education
Po Box 9
Double Springs, AL 35553
(205) 489-5018 ext. 6714

Equal Education/Employment Opportunity Statement

It is the official policy of the Winston County School District that no person shall on the grounds of race, color, disability, sex, religion, creed, national origin or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity or employment.

(R) Where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

1. State Approval

This consolidated plan was developed in consultation with Title I teachers, regular program teachers, parents, administrators, librarians, counselors, and supervisors. In regularly scheduled meetings, the Federal Programs Advisory Committee was actively involved in the plan development process throughout the past two school years. The Federal Programs Advisory Committee provided input about allocations of funds, set asides, administrative costs, the over-all program, enrichment activities, and grants.

2. Program Responsibility

The plan will remain in effect for the duration of Winston County's participation in the programs listed. During the implementation period, programs will be monitored for effectiveness and necessary changes in strategies and programs will be made to meet the needs. Annually, a thorough review of each program will be conducted. Advisory committee meetings will be held on a regular basis to solicit input about allocations, set-asides, program design, implementation, and evaluation. Necessary revisions indicated by the review will be made.

3. Equitable Access and Participation

All students, regardless of gender, race, national origin, color, or disability, will be given equal access to participation in the programs conducted by the Winston County Board of Education. Likewise, children classified as migrant, Limited-English proficient, neglected or delinquent, and homeless will be identified for services, using the same criteria as for other students in the school system. Finally, children who were in the Head Start program during the two preceding years will be considered eligible for Title I participation.

As a component of Title II funded professional development activities, teachers will be trained to encourage all students, especially the historically under-served populations, to develop competencies and interest in math and science.