

Title I Program
Family Handbook
2023-2024



WOOD COUNTY SCHOOLS
1210 13TH STREET
PARKERSBURG WV 26101
304-420-9670

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Title I School Contact List 2023-24

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Title I Parent Handbook

The parent handbook is provided to acquaint parents with Title I programs in Wood County Schools. The Title I programs at individual schools are developed through collaborative efforts of parents, teachers, administrators and Title I staff. Programs are planned through a continuous cycle of improvement. A needs assessment is conducted through input from parents, teachers, administrators, and Title I staff, and analysis of assessment and other data. The needs assessment determines what changes are necessary for all students to meet rigorous academic standards. Schools create a plan on how best to meet the needs and professional development is provided, if necessary. The plan is implemented then periodic analysis of data is used to evaluate the plan's effectiveness and to make changes as necessary.

Title I Program Explained

What is Title I?

Title I is a federal program that provides financial assistance to schools and school districts serving high numbers of economically disadvantaged children. The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and be proficient on challenging state academic standards and assessments. Federal law directs those Title I funds be used for the purpose of student achievement, professional development, and to build parent capacity to better support their child's educational attainment.

Schools in which economically disadvantaged children make up at least 35 percent of enrollment are eligible to use Title I funds. Wood County Schools may have two types of Title I schools – schoolwide and targeted intervention. In schoolwide settings, funds are used to assess student needs, as well as to design and plan appropriate educational programs for learners struggling in core academic programs. Title I pays for supplementary materials and additional teachers. It also supports programs for after school and/or summer school. Homeless students who attend non-Title I schools and at-risk students who attend private schools are also eligible for Title I services. Any student in a schoolwide Title I school may receive assistance from activities paid with Title I funds. Targeted assistance programs do many of the same things as schoolwide programs, but funding is reserved for those students who are at least one year or more behind academically and are failing or are in danger of failing to master state standards.

More than 50,000 public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging materials and meet state standards in core academic subjects. Over 350 schools in all 55 school districts throughout West Virginia benefit from Title I funds.

Who Can Participate in Title I?

Schools in which children from low-income families make up at least 40% of enrollment are eligible to apply for Title I funding. Title I authorizes two types of programs – Targeted Assistance and Schoolwide. In Targeted Assistance programs, only those students who are most at risk of not meeting state

academic standards receive Title I services. In Schoolwide programs, all students may receive additional services. To best serve our students, Wood County Schools is utilizing the school-wide model for eligible schools during the 2023-2024 school year.

Wood County reserves Title I funding for those schools in which children from low-income families make up at least 50% of the enrollment in elementary schools. In secondary schools, the low-income enrollment threshold is 75%. All Wood County Schools are Schoolwide programs, and the focus of Title I programs is assisting students in mastering reading and math standards.

For information regarding the Title I Program in your child's school, please contact the school principal. For more information about Title I in Wood County you may contact Wood County Schools, Amber Hardman, Director of Federal Programs, at 304-420-9663 or email at amber.hardman@k12.wv.us. Additional information may also be found at the West Virginia Department of Education website at <https://wvde.us/federal-programs/> or the US Department of Education website at ed.gov.

Curriculum and Instruction in Title I Schools

Wood County Schools implements a Multi-Tiered System of Support for all students. This system contains components to support academics, behavior, social health and emotional health.

Core and Intervention in Math and Reading

All schools in West Virginia provide core instruction founded in the West Virginia College and Career Readiness Standards (WVCCRS.) Curriculum, a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills, is based on these standards. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences.

Learning tools and materials may vary from school to school, but Wood County Schools, through the textbook adoption process, has chosen core materials that meet the WVCCRS. Core mathematics instruction in Title I elementary schools is the same as instruction in non-Title I elementary schools using Ready Math. The English/Language Arts core textbook in most elementary schools this year will be Wonders by McGraw Hill. The English/Language Arts core text at Fairplains Elementary, Franklin Elementary, Jefferson Elementary and Martin Elementary will be Scholastic Literacy. English/Language Arts at the secondary level is the same in all schools. Middle schools will be using StudySync. The math program used at at VanDevender Middle School will be Ready Math.

Mathematics at elementary and secondary levels in Title I schools utilizes a blended approach to learning – instruction, guided practice, assessment for learning. In elementary schools, students have a minimum of 60 minutes of math instruction daily, and most also have opportunities for intervention for an additional 30 minutes. At the middle level, all students have a core math class, and many have an intervention/enrichment class for additional instruction. All students take a computer diagnostic assessment to determine skill deficiencies. A learning pathway is created to address skill deficiencies revealed by the diagnostic. Students are provided individualized computerized lessons, guided

practices and skill checks. Students also work in small group settings with Title I and classroom teachers. Additionally, students are taught grade level standards in the core classroom and may be provided assistance in this setting as well.

Reading at the elementary level allows students at least 90 minutes of core instruction. Classroom and Title I teachers utilize the Guided Reading model, an approach that involves working with small groups of readers. During the lesson, the teacher provides a text that students can read with support, coaching the learners as they use problem-solving strategies to read the text. The goal is independent reading. Title I schools also utilize other supports for reading, including Secret Stories and Daily 5 strategies.

English/Language Arts at the secondary level utilizes a research-based program that combines a digital and print approach to teaching reading at the secondary level. Students are provided assistance by Title I teachers.

Extended Learning Opportunities

Students enrolled in elementary Title I schools have opportunities for extended learning. Summer School is typically held for a minimum of four weeks during summer break. Summer school focuses on closing achievement gaps in math and reading. Summer School is hosted by one of our Title 1 schools and may include transportation for students. Class sizes in summer school are normally smaller than during the traditional school year, providing more opportunities for individualized instruction. Students who attend Summer School enjoy breakfast and lunch, receive books to build their personal library, and may be able to participate in high-interest activities such as STEM and physical education. Summer school is fully staffed with administrators, core teachers, Title I teachers and a nurse.

High Quality Professional Development

Wood County Schools provides high quality professional development to Title I schools through partnerships with our curriculum program providers. A coaching team also works with Title I teachers to align instruction with state content standards. Curriculum coordinators and a coach also provide assistance with data analysis and modeling research-based, high-impact instructional strategies.

Technology has become even more important as an instructional tool for classroom teachers as we deal with non-traditional classrooms and remote learning. Two technology integration specialists (TISs) provide instruction on Schoology, the new learning management system. Specially trained in Apple products, our TISs can assist teachers with the tools provided to students for on-campus and off-campus learning.

Examples of Classroom Teacher & Title I Teacher Coordination

- ✓ Analyzing data to determine strengths and weaknesses in mathematics and reading
- ✓ Scheduling Title I services
- ✓ Sharing intervention strategies
- ✓ Weekly collaboration regarding progress
- ✓ Planning and participating in parent engagement opportunities
- ✓ Determining supplemental instructional materials needed to carry out the intent of the Title I program

Parent and Family Engagement

Parent and Family Engagement at School

Each Title I school shall support and encourage parent and family engagement opportunities, as identified in a school parent and family engagement policy. The policy must be developed in cooperation with parents and should include:

1. A plan for effective two-way communication between parents and families and the school regarding school information and an individual child's progress.
2. A commitment from the school that information related to school and parent programs, meetings and other activities will be sent to parents in a timely manner.
3. A description of the school's responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment.
4. A description of the parent's responsibilities for being an equal partner in their child's education by monitoring academic and non-academic activities and making decisions relating to the education of their children and positive use of extracurricular time.
5. A description of how the school will promote the value of the contributions and involvement by parents to teachers and other personnel.
6. The availability of assistance in understanding the State's academic standards.

7. The availability of materials and training to help parents work with their children to improve achievement.
8. The importance of communication between teachers and parents on an ongoing basis.
9. The timely notice to parents of information about parent and family engagement activities.
10. When possible, the coordination of parent and family engagement activities with community and other school groups.

Parent Compact

The purpose of the Parent Compact is to build and foster the development of a school/parent partnership to help all children achieve the State's rigorous high standards. Parents, students and the teacher will share the responsibility for improved student achievement.



Local Educational Agency Parent and Family Engagement Policy

PART I. GENERAL EXPECTATIONS

Wood County Schools agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all schools with Title I, Part A programs, consistent with section 1 116 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with section 1 116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1 116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESEA.
- Wood County Schools will incorporate this district wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the informed participation of parent and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1 111 of the ESEA in an understandable and uniform format and, to the extent practicable, in a language such parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents and family members 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 and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement policy is spent and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.
- The school district will use funds reserved under subparagraph (A) to carry out activities and strategies consistent with the parent and family engagement policy, including not less than 1 of the following:

- a. Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members?
- b. Supporting programs that reach parents and family members at home, in the community, and at school.
- c. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- d. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community- based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- e. Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

- 1 . Wood County Schools will take the following actions to involve parents and family members in the joint development of its district wide parent and family engagement plan under section 1 112 of the ESEA:

Wood County Schools will provide parents with a draft copy of the Parent and Family Engagement Policy during Parent Advisory Committee meetings. Parents will be asked to provide feedback and approval will be held during the spring meeting.

2. Wood County Schools will take the following actions to involve parents and family members in the development of support and improvement plans under section 1 1 1 1 (d) of the ESEA:

Should schools be identified under the new assessment, parents will be invited to be a part of the process for improvement.

3. Wood County Schools will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

1. Wood County Schools will assist schools in budgeting for parent and family engagement activities.
2. Wood County Schools will monitor required spending on parent and family engagement activities for each school.
3. Wood County Schools will require that each school hold a minimum of three parent and family engagement events annually.
4. Wood County Schools will require that at least one parent and family engagement activity be provided for each of the following in schools with schoolwide programs: (1) assisting parents with grade level

specific content standards and recognizing student progress toward mastery of the standards, (2) assisting parents with accessing technology tools, (3) assisting parents to provide math help at home, and (4) assisting parents to provide reading help at home. *Activities (1) and (2) may be combined and activities (3) and (4) may be combined.* Schools with targeted assistance programs will be required to hold the following family engagement activities (1) conferencing with parents regarding academic factors affecting risk of failure of their child, (2) specific academic goals for the child to address the risk factors, and (3) progress toward meeting goals after each reporting period. Schools with targeted assistance programs may also provide family engagement as outline for schoolwide programs in addition to these interventions.

5. Federal Programs staff will attend school parent and family engagement activities as schedules permit.
 6. Wood County Schools will collect required documentation regarding parent and family engagement annually.
 7. Wood County Schools will contract with the Parent Resource Center for parent and family trainings.
4. Wood County Schools will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under other Federal, State, and local programs:
1. PTA and PTO, by coordinating activities with other meetings where practicable.
 2. Athletic Events, by coordinating activities with these events where practicable.
 3. Vendor Fairs with DHHR, by inviting parents and families to events that support collaboration where practicable.
5. Wood County Schools will take the following actions to conduct, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in 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 evaluation will also include identifying the needs of parents and family members to assist with the teaming of their children, including engaging with school personnel and teacher; and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design evidence-based strategies for more effective parental engagement, and to revise, if necessary (and with the engagement of parents and family members) its parent and family engagement policies.
6. The parent and family engagement policy review will be initiated by the Federal Programs Director, supported by other central office staff as appropriate. The Policy will be constantly reviewed and revised based on feedback from the Parent Advisory Committee at the three annual meetings.
7. Wood County Schools will build the schools' and parent's capacity for strong parental engagement, in order to ensure effective engagement 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 challenging State academic standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child's progress, and
- how to work with educators:

Wood County Schools will discuss the above topics at one or more Parent Advisory Committee meetings annually. The Parent Resource Center provides training for parents on how to help monitor progress.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve academic growth and achievement. Training will include, but will not be limited to, providing support in reading and math at home, and using Wood County Schools educational technology tools. Wood County Schools will:

- Provide reading level books for all Title I students.
- Provide instruction on reading strategies to help your child at home.

C. Provide training in technology and online programs used for on-campus instruction, off-campus instruction, and communication.

D. The school district will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, 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. Wood County Schools will:

- Provide training to personnel on working with parents through Safe Schools training.
- Provide training to Title I contacts on conducting effective family and parent engagement activities.
- Provide access to parents and school personnel to Parent Resource Center training.

E. The school district will, to the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with other Federal, State, and local 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. Wood County Schools will:

- Employ a Parent Resource Center that provides parent training.
- Coordinate Title I with the center for additional parent classes and training.
- Coordinate with PTA, PTO, and other school parent groups.

F. The school district will take 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 and, to the extent practicable, in a language the parents can understand. Wood County Schools will:

- agendas, minutes, and sign-in sheets from every school/parent event.
- Translate all Title I communications into appropriate languages.
- Provide parent training for English Language Learners at Parent Advisory Committee meetings.

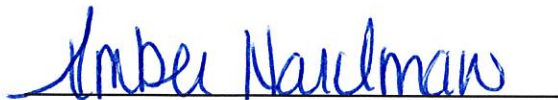
PART III. DISCRETIONARY DISTRICT WIDE PARENTAL ENGAGEMENT POLICY COMPONENTS

- 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 engagement activities, including transportation and child-care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the engagement of other parents;
- in order to maximize parental engagement 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 engagement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental engagement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental engagement activities; and,
- providing other reasonable support for parental engagement activities under section 1116 as parents may request.

PART IV. ADOPTION

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs, as evidenced by annual PAC Meeting documentation.

This policy was adopted by the Wood County Schools on May 26, 2023 and will be in effect for the period of school year 2023-2024. The school district will distribute this policy to all parents and family members of participating Title I, Part A children on or before October 1, 2023.


Signature of Authorized Official

August 1, 2023
Date



NOTICE TO PARENTS: Right to Review Teacher Qualifications

To: ALL PARENTS
From: Wood County Schools
Date: August 23, 2023

As a parent of a student at a Wood County School, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether West Virginia Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether West Virginia Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact the Wood County Schools Human Resources Department at:

Wood County Schools
Human Resources Department
1210 13th Street
Parkersburg, WV 26101
(304) 420.9670 ext. 153
FM (304) 420.9033

**West Virginia Department of Education
Office of Federal Programs
Title I**

Procedures for the Investigation and Resolution of Complaints

Applicability

An individual or other eligible entity may submit a complaint to the West Virginia Department of Education (WVDE) under these procedures with regard to any of the following ESEA programs:

- Title I, Part A: Improving Basic Programs Operated by local educational agencies
- Title I Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Purpose

This document addresses the requirements of 20 USC §7844 and 20 USC §7883 for resolving complaints applicable to the federal programs identified above. A complaint may be submitted by any individual, group of individuals or organization, in-state or out-of-state, who alleges that a federal or state law, rule, or regulation has been violated by a local educational agency (LEA) or the WVDE. All complaints will be directed to, and reviewed by the Executive Director of the WVDE Office of Federal Programs. The procedures set forth below will be used by the WVDE to investigate and resolve any complaint by an individual or organization.

Definitions

“Complaint” shall be defined as a signed, written statement by an individual, group of individuals or organization which alleges that a local educational agency or the state educational agency has violated a requirement of federal law that applies to *No Child Left Behind Act of 2001* (P.L. 107-110). The statement of complaint must identify the alleged violations of the law and include pertinent facts upon which the allegation is based. The complaint must allege a violation that occurred not more than 90 working days prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing. Written complaint statements must contain original signatures. Complaints that have been received via facsimile or email will not be accepted, as the document does not provide an original signature. If a complaint is filed on behalf of a student by an individual who is not the parent or legal guardian of the student, WVDE shall provide the complainant an opportunity to obtain parent/guardian release of information. Upon receipt of a signed, parental consent for release of information, the non-parent complainant will be entitled to a copy of the letter of findings upon the conclusion of the complaint investigation.

“Complainant” shall be defined as public agencies, teachers, administrators, parents, or other individuals and organizations. West Virginia Department of Education will not accept nor investigate allegations or violations from anonymous sources.

Timelines

West Virginia Department of Education, Office of Federal Programs shall investigate and resolve any written complaint within **sixty (60) business days from the date the complaint is received** unless “exceptional circumstances” justify an extension of the time limit. For the purposes of these procedures, the term “exceptional circumstances” means circumstances related to school closings, the volume of information/documentation submitted for review, the complexity of the issues, or the need for legal consultation. The amount of time to be granted for an exceptional circumstance shall be determined on an individual case basis. The district and complainant will be notified in writing of the time of the extension and the basis for the WVDE decision. Timelines shall not be extended for refusal or failure by the public agency to cooperate with the complaint investigation.

Procedures for Complaints Filed Regarding the Local Educational Agency

Should the SEA receive a complaint regarding a school and/or district issue, the complainant will first be asked if this complaint has been addressed at the LEA level. If not, the complainant will be referred to the respective school principal and LEA Title I director. The LEA will investigate and respond to the complaint in accordance with district policy and/or procedures. Therefore, complaints that originated at the local level shall not be filed with the West Virginia Department of Education until every effort has been made to resolve the issue through local complaint procedures. In the event that the complaint is not resolved at the local level, the complainant

shall submit a written complaint to the state educational agency in accordance with the information found in the definition section of this document.

Procedures for Complaints Filed at the State Educational Agency Level

A. Registration of Complaints - Persons filing written complaints shall register such complaints with the Executive Director of the WVDE Office of Federal Programs. The written documentation shall be mailed to the following address:

Executive Director
West Virginia Department of Education
Office of Federal Programs
Building 6 Room 330
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

B. Receipt of a Complaint - Upon receipt of a complaint, West Virginia Department of Education shall issue a letter of acknowledgement within **ten (10) business days** to the complainant that contains the following information:

- The date that WVDE received the complaint;
- The identity of the assigned complaint investigator(s);
- A verification of the complaint to be investigated;
- A request for additional information from the complainant and/or the LEA for the purposes of verifying the allegations. – In the event that the information is not submitted as requested, WVDE will conduct an investigation and issue the “Letter of Findings” based on the information at hand. Any information submitted to WVDE is subject to disclosure as part of the public record in accordance with WVBE Policy 1230: Freedom of Information Requests.
- A statement of the procedures in which WVDE may investigate the complaint;
- The WVDE’s commitment to issue a resolution in the form of a “Letter of Findings”.

If the complaint involves a local educational agency, a copy of the acknowledgement letter and the written complaint will be issued to the district superintendent.

C. Assignment of an investigator - A complaints investigator will be assigned by the Executive Director of the Office of Federal Programs.

D. Investigation - The West Virginia Department of Education, Office of Federal Programs shall investigate and resolve any written complaint within **sixty (60) business days** from the date the complaint is received unless “exceptional circumstances” justify an extension of the time limit. Complainant(s) will be notified, in writing, if exceptional circumstances exist requiring an extension of the sixty (60) day time period. (See Timeline section of this document.)The complaint investigator retains authority for determining how the allegations will be investigated. On site investigation may be announced or unannounced visits. The investigator may use, but is not limited to, the following investigative options:

- Review of submitted written documentation to determine whether the LEA has complied with the federal program in question;
- Request copies of existing documents;
- Request written responses to additional questions posed to the complainant in writing;
- Conduct telephone or person to person interviews with school officials, employees, student(s), the complainant or other relevant persons;
- Conduct an on-site investigation to gather additional information;
- Conduct an on site visit for the purpose of providing the LEA and the complainant an opportunity to present additional information;
- Investigate using only one or a combination of any of the above options.

E. Review of Information and Determination of Compliance or Non-Compliance - WVDE shall review the information at the conclusion of the final investigative procedures to determine if the public agency and/or individual(s) have violated federal law(s) with regard to any of the following ESEA programs:

- Title I, Part A: Improving Basic Programs Operated by local educational agencies;
- Title I Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk;

F. Issuance of “Letter of Findings” – Once determination is made, consistent with federal and/or state laws and/or procedures and policies, the complainant investigator shall issue a “Letter of Findings” to the named LEA, and a copy to the parent and complainant who has submitted the required confidentiality release. The “Letter of Findings” shall include the following information:

- A statement of the allegation(s) investigated;
- A statement of additional allegation(s) determined during the course of investigation;
- Investigative procedures, findings of fact, and applicable federal and state laws;
- Conclusions for each of the investigated issues;
- Statement indicating the corrective action(s) which must be undertaken by the local educational agency to correct each identified violation of federal and/or state law and the timelines for implementing the corrective action(s); **or**
- A statement, supported with justification, that WVDE does not sustain the complaint.

G. Implementation of Corrective Actions – WVDE shall require the local educational agency to submit documentation verifying the implementation of the corrective action(s) within **thirty (30) business days** following the date of issuance of the “Letter of Findings”. Timelines for completing corrective actions will only be extended in circumstances related to building/renovating classrooms, physical relocation of classes, reassignment/reorganization of personnel, employment of additional personnel or unforeseen circumstances (e.g. natural disasters). A request for an extension of timelines shall be made within **ten (10) business days** of the issuance of the “Letter of Findings”.

H. Review of Corrective Action Documentation – Within **ten (10) business days of receipt of the documentation**, WVDE shall approve appropriate actions, negotiate and approve a request for extension because portions of the corrective action have not been implemented for reasons stated in section G, and/or disapprove inadequate actions. If the documentation is approved, WVDE shall provide the local educational agency confirmation that the documentation is acceptable and the case is closed. If the documentation is disapproved, the local educational agency shall complete additional actions required by WVDE on or before the date specified in a written notice. Documentation of the implementation of further actions shall be submitted to WVDE by the date specified. WVDE reserves the right to conduct announced or unannounced visits to confirm compliance. Once the additional documentation is approved, WVDE shall provide the local educational agency confirmation that the documentation is acceptable and the case is closed.

I. Complaint Closure – WVDE shall issue a “Letter of Closure” to the complainant and the local educational agency upon acceptance of the local educational agency’s documentation of the implementation of corrective action.

Appeal of Resolution of Complaints Relating to Participation of Private School Children

For complaints filed as an alleged violation of 20 USC §7883, (participation by private school children and teachers) the resolution may be appealed by an interested party to the Secretary of Education (U.S. Department of Education) in accordance with 20 USC §7883 and any applicable procedures of the U.S. Department of Education.