



**District Highly Qualified Teacher Plan
P.L. 107-110 – No Child Left Behind (NCLB)**

Section 1119 (a)(3) of NCLB requires that “each local educational agency receiving assistance under this part (Title I) shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified...”

District Name	District I.D. Number
Superintendent’s Name	District Address
City	Zip Code
Local Contact Name	Telephone Number

DISTRICT ASSURANCES RELATED TO HIGHLY QUALIFIED TEACHERS

- The district has a process for checking and monitoring the certification and highly qualified status of all district teachers and paraprofessionals. Position assignments are made with careful attention to the qualification of each individual educator.
 - The district has procedures for developing individual teacher plans for becoming highly qualified that provide for clear and direct communication between the district and the teachers.
 - The district supports the procedure necessary to assist each teacher who is not highly qualified with becoming highly qualified in his/her assigned teaching area.
 - The district has policies and procedures to prohibit the use of any federal funds to pay the salary of any teacher who does not meet the NCLB and state definitions of highly qualified.
- Districts with one or more Exception Authorization (EA) Special Education Teachers:***
- Special Education (SpEd) student services are planned, developed, and delivered by a fully licensed and Highly Qualified SpEd teacher who provides supervision and direction for the educator on an EA in SpEd.
- Districts with more than one school serving the same grade band(s):***
- The district is annually analyzing the equitable distribution of highly qualified and experienced teachers.

Signature of Authorized District Representative (indicates adherence to assurances)	Date
Signature of WDE Official (indicates plan approval)	Date

I. CORE ACADEMIC TEACHERS WHO ARE NOT HIGHLY QUALIFIED

All teachers who are not highly qualified for their current teaching assignments must complete, with supervision from the building principals, an Individual Professional Development Plan that outlines the activities that he/she will complete in order to become highly qualified. The school and the district are responsible for monitoring the completion of the Plan throughout the year and providing support (financial or otherwise) to assist each teacher with becoming highly qualified. Use this form to record the individual teacher plans and progress monitoring by principals.

School: _____ Principal: _____ Date: _____

100% of the teachers in this school are highly qualified in their current teaching assignment.

Teachers with Individual Professional Development Plans for becoming Highly Qualified:

Teacher Name	Grade	Content Area	Plan of Action	Intended date of completion	Monitoring Dates	Completion Date	Support

Insert additional rows as needed

(Complete a chart (Section I) for each school whose teachers are not all highly qualified and submit with District Sections II-V.)

II. DISTRICT HIGHLY QUALIFIED TEACHERS SUMMARY REPORT

Use this form to summarize the district's activities and responsibilities for ensuring that all teachers become highly qualified. This report should reflect the aggregate information from all School Highly Qualified Teacher Plans.

District Support Category	Resources:		Person Responsible	Number of Teachers	Description (if appropriate)
	Funding Source	Amount			
Test Fees Reimbursement (Praxis)					
Tuition Reimbursement					
Tutoring					
Reassignment					
Other (describe)					
Total					

III. DISTRICT ACTIONS TO ENSURE EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS

List and describe district actions to ensure that low-income and minority students and those in schools identified for improvement are not taught by (1) **inexperienced (less than three years)**, (2) **not highly qualified**, or (3) **out-of-field teachers** at higher rates than other students. If the district has only one building at each grade level, completion of this page is not necessary; proceed to **Section IV**.

District Action	Person Responsible	Resources:		Describe Monitoring Process
		Fund Source	Dollar Amount	

Insert additional rows as needed.

Complete "Resources" column as appropriate.

***Please see the analysis example provided on the WDE website under Title II, <http://edu.wyoming.gov/downloads/federally-funded-programs/2014/Sample-equitable-distribution-analysis-2013-14.pdf>. The district should perform this analysis or something similar every school year or use the following link.*

IV. DISTRICT ACTIONS TO RECRUIT HIGHLY QUALIFIED TEACHERS

List and describe district actions for recruiting, hiring and placement of highly qualified teachers. Also indicate the actions that will be taken should a teacher be hired who is not highly qualified. All actions should be supported by the district's policies and procedures for recruiting, hiring and retaining highly qualified teachers.

Example strategies include, but are not limited to, participation in college/university education fairs, utilization of internet posting sites, signing bonuses, and/or incentives for those who will teach in hard-to-staff position or schools.

District Action	Person Responsible	Resources:		Describe Monitoring Process
		Fund Source	Dollar Amount	

*Insert additional rows as needed.
Complete "Resources" column as appropriate.*

V. DISTRICT ACTIONS TO RETAIN HIGHLY QUALIFIED TEACHERS

List and describe district actions for retaining highly qualified teachers. All actions should be supported by the district's policies and procedures for recruiting, hiring, and retaining highly qualified teachers.

Example strategies include, but are not limited to, coaching and mentoring, differentiated pay, and/or reduced class size.

District Action	Person Responsible	Resources:		Describe Monitoring Process
		Fund Source	Dollar Amount	

*Insert additional rows as needed.
Complete "Resources" column as appropriate.*