**SEC. 2103.** ø**20 U.S.C. 6613**¿ **LOCAL USES OF FUNDS.**

(a) IN GENERAL.—A local educational agency that receives a

subgrant under section 2102 shall use the funds made available

through the subgrant to develop, implement, and evaluate comprehensive

programs and activities described in subsection (b),

which may be carried out—

(1) through a grant or contract with a for-profit or nonprofit

entity; or

(2) in partnership with an institution of higher education

or an Indian tribe or tribal organization (as such terms are defined

under section 4 of the Indian Self-Determination and

Education Assistance Act (25 U.S.C. 450b)).

(b) TYPES OF ACTIVITIES.—The programs and activities described

in this subsection—

(1) shall be in accordance with the purpose of this title;

(2) shall address the learning needs of all students, including

children with disabilities, English learners, and gifted and

talented students; and

(3) may include, among other programs and activities—

(A) developing or improving a rigorous, transparent,

and fair evaluation and support system for teachers, principals,

or other school leaders that—

(i) is based in part on evidence of student achievement,

which may include student growth; and

(ii) shall include multiple measures of educator

performance and provide clear, timely, and useful

feedback to teachers, principals, or other school leaders;

(B) developing and implementing initiatives to assist

in recruiting, hiring, and retaining effective teachers, particularly

in low-income schools with high percentages of ineffective

teachers and high percentages of students who do

not meet the challenging State academic standards, to improve

within-district equity in the distribution of teachers,

consistent with section 1111(g)(1)(B), such as initiatives

that provide—

(i) expert help in screening candidates and enabling

early hiring;

(ii) differential and incentive pay for teachers,

principals, or other school leaders in high-need academic

subject areas and specialty areas, which may include

performance-based pay systems;

(iii) teacher, paraprofessional, principal, or other

school leader advancement and professional growth,

and an emphasis on leadership opportunities, multiple

career paths, and pay differentiation;

(iv) new teacher, principal, or other school leader

induction and mentoring programs that are designed

to—

(I) improve classroom instruction and student

learning and achievement; and

(II) increase the retention of effective teachers,

principals, or other school leaders;

(v) the development and provision of training for

school leaders, coaches, mentors, and evaluators on

how accurately to differentiate performance, provide

useful feedback, and use evaluation results to inform

decisionmaking about professional development, improvement

strategies, and personnel decisions; and

(vi) a system for auditing the quality of evaluation

and support systems;

(C) recruiting qualified individuals from other fields to

become teachers, principals, or other school leaders, including

mid-career professionals from other occupations,

former military personnel, and recent graduates of institutions

of higher education with records of academic distinction

who demonstrate potential to become effective teachers,

principals, or other school leaders;

(D) reducing class size to a level that is evidencebased,

to the extent the State (in consultation with local

educational agencies in the State) determines that such

evidence is reasonably available, to improve student

achievement through the recruiting and hiring of additional

effective teachers;

(E) providing high-quality, personalized professional

development that is evidence-based, to the extent the State

(in consultation with local educational agencies in the

State) determines that such evidence is reasonably available,

for teachers, instructional leadership teams, principals,

or other school leaders, that is focused on improving

teaching and student learning and achievement, including

supporting efforts to train teachers, principals, or other

school leaders to—

(i) effectively integrate technology into curricula

and instruction (including education about the harms

of copyright piracy);

(ii) use data to improve student achievement and

understand how to ensure individual student privacy

is protected, as required under section 444 of the General

Education Provisions Act (commonly known as

the ‘‘Family Educational Rights and Privacy Act of

1974’’) (20 U.S.C. 1232g) and State and local policies

and laws in the use of such data;

(iii) effectively engage parents, families, and community

partners, and coordinate services between

school and community;

(iv) help all students develop the skills essential

for learning readiness and academic success;

(v) develop policy with school, local educational

agency, community, or State leaders; and

(vi) participate in opportunities for experiential

learning through observation;

(F) developing programs and activities that increase

the ability of teachers to effectively teach children with

disabilities, including children with significant cognitive

disabilities, and English learners, which may include the

use of multi-tier systems of support and positive behavioral

intervention and supports, so that such children with

disabilities and English learners can meet the challenging

State academic standards;

(G) providing programs and activities to increase—

(i) the knowledge base of teachers, principals, or

other school leaders on instruction in the early grades

and on strategies to measure whether young children

are progressing; and

(ii) the ability of principals or other school leaders

to support teachers, teacher leaders, early childhood

educators, and other professionals to meet the needs of

students through age 8, which may include providing

joint professional learning and planning activities for

school staff and educators in preschool programs that

address the transition to elementary school;

(H) providing training, technical assistance, and capacity-

building in local educational agencies to assist

teachers, principals, or other school leaders with selecting

and implementing formative assessments, designing class-

room-based assessments, and using data from such assessments

to improve instruction and student academic

achievement, which may include providing additional time

for teachers to review student data and respond, as appropriate;

(I) carrying out in-service training for school personnel

in—

(i) the techniques and supports needed to help

educators understand when and how to refer students

affected by trauma, and children with, or at risk of,

mental illness;

(ii) the use of referral mechanisms that effectively

link such children to appropriate treatment and intervention

services in the school and in the community,

where appropriate;

(iii) forming partnerships between school-based

mental health programs and public or private mental

health organizations; and

(iv) addressing issues related to school conditions

for student learning, such as safety, peer interaction,

drug and alcohol abuse, and chronic absenteeism;

(J) providing training to support the identification of

students who are gifted and talented, including high-ability

students who have not been formally identified for gifted

education services, and implementing instructional

practices that support the education of such students, such

as—

(i) early entrance to kindergarten;

(ii) enrichment, acceleration, and curriculum compacting

activities; and

(iii) dual or concurrent enrollment programs in

secondary school and postsecondary education;

(K) supporting the instructional services provided by

effective school library programs;

(L) providing training for all school personnel, including

teachers, principals, other school leaders, specialized

instructional support personnel, and paraprofessionals, regarding

how to prevent and recognize child sexual abuse;

(M) developing and providing professional development

and other comprehensive systems of support for

teachers, principals, or other school leaders to promote

high-quality instruction and instructional leadership in

science, technology, engineering, and mathematics subjects,

including computer science;

(N) developing feedback mechanisms to improve school

working conditions, including through periodically and

publicly reporting results of educator support and working

conditions feedback;

(O) providing high-quality professional development

for teachers, principals, or other school leaders on effective

strategies to integrate rigorous academic content, career

and technical education, and work-based learning (if appropriate),

which may include providing common planning6601 F:\COMP\EDII\EASEAO1.BEL HOLCPC

time, to help prepare students for postsecondary education

and the workforce; and

(P) carrying out other activities that are evidence-based,

to the extent the State (in consultation with local

educational agencies in the State) determines that such

evidence is reasonably available, and identified by the

local educational agency that meet the purpose of this

title.