

Lauderdale County School District's LEA Consolidated Plan 2020-2021

The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. Each local educational agency plan shall:

Sec. 1112. [20 U.S.C. 6312]

A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that:

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

1. Sec. 1112(b)(1)(A)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

For the 2020-21 school year, Lauderdale County Schools (LCSS) will analyze STAR and Perf Series data at the district and individual school levels to universally screen students in grades K-11 and monitor their progress in achieving the state's student performance standards and to provide data to teachers, administrators, parents, and students. For accountability, students in grades K-3 will be universally screened with STAR for the state reading and math assessment, and grades 4-10 will be universally screened with the Performance Series assessment. Grades 2-8 will also be assessed with ACAP, and Grades 4, 6, and 8 will also be assessed in the area of science with ACAP. The Pre-ACT will be given to 10th graders, the ACT Plus Writing for grade 11, ACT WorkKeys for grade 12, The Alabama Alternative Assessment (AAA) for all grades, and Assessing Comprehension and Communication in English State and State ACCESS will be administered to all Limited English Proficient (LEP) students.. For progress reporting, ESGI assessments will be used in Kindergarten to assess students' grade level standards and skills across reading, math, and behavioral/social skills at the end of each nine weeks grading period. For grades 1-12, progress reports are sent at the midpoint of each nine weeks grading period in hard copy and electronically, and report cards are shared with parents at the end of the grading period in hard copy and electronically. Assessment results are either shared from the district level to the school level and from the

school level to the students and parents. Teachers will meet with parents at conferences to explain test results, if needed, or provided explanatory documentation. OSR Pre-K students' skills are assessed and documented in the Teaching Strategies GOLD software platform. These results are shared with parents during required conference times.

The LEA monitors progress of our academic program by conducting program evaluations annually. To implement a well-rounded program of instruction that meets the needs of all students and challenging State academic standards, LCSS uses pacing guides across K-12 that are aligned with state standards. Lead teachers meet with district administrators to analyze and amend the district pacing guides when new textbooks and/or standards are adopted or when data reveals a trend that our pacing guides are not well aligned to the standards. Through early identification, Rtl, and our adopted intervention programs, LCSS intends to meet the academic needs of all students, regardless of their barriers to learning.

2. Sec. 1112(b)(1)(B)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

It is the intent of the LEA to provide early identification of students who are at risk for academic failure. LCSS has 21 OSR Pre-K classrooms that assist with early identification of at-risk students at all 8 of our elementary schools. For FY21, a speech language pathologist has been employed with OSR Pre-K grant funds to exclusively serve four-year-olds for early identification and intervention. Through data analysis of individual students by the combined efforts of district and school personnel, we will identify at-risk students by utilizing DIBELS and/or Scantron Performance Series as our universal, beginning-of-year screener. The Rtl framework will be used to identify who all are responsible for providing intervention services for the students (i.e., classroom teacher, reading specialist, and/or reading/math interventionist). Goals for individual student improvement will be set by the school-level Pupil Support Team (PST). Progress for at-risk students will be monitored at school-level PST meetings and/or 504 meetings. District personnel will meet with school leadership teams throughout the school year to monitor the progress of at-risk students and help guide continuous improvement. Mid-year assessment data, as well as Scott-Foresman, Reading Horizons, and Eureka math assessments will be useful in determining the effectiveness of interventions.

3. Sec. 1112(b)(1)(C)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

The LEA will assist students in the attainment of high academic standards by providing additional support in reading, math, and/or behavior. The school-level PST will determine a student's needs and goals for improvement. As an LEA, we will equip and support teachers by providing quality, district-wide professional development for evidence-based programs and teaching/learning methods and strategies that will impact students' progress (e.g., ARI Literacy Model and AMSTI). We will assist teachers in understanding how to best adapt their instructional program to meet the needs of individual students (i.e., Rtl tiers which includes small group instruction). The LEA will provide teacher training and up-to-date teaching materials for intensive intervention programs for students most at-risk in reading - Reading Horizons Discovery (K-3) and Elevate (4-12) and Rewards (7-12). We will also be incorporating Renaissance's Freckle for K-3 reading and math in 20-21 to differentiate instruction/practice for students.

4. Sec. 1112(b)(1)(D)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

In addition to what has already been addressed in previous responses, the LEA has worked during this past school year to redraft the district strategic plan that ensures students graduate college and/or career ready by developing high quality leaders, teachers, and staff who consistently raise student achievement through rigorous instruction and continuous improvement. Qualifying students in grades 3-6 are selected to participate in our gifted education program to augment the standard course of study. Eighth grade students have four year plans before entering high school. We offer students the opportunity to take early college courses on our campuses taught by district faculty, as well as college faculty. Honors courses are taught on some of our campuses. Our goal is for students to feel a sense of belonging and a sense that someone cares for them. If our goal is reached, we should see an improvement in the conditions for student learning.

5. Sec. 1112(b)(2)

Describe how the local educational agency 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

LCSS is committed to placing qualified teachers in every classroom setting. No disparities exist at this time. This LEA is in a region of the state where two teacher training institutions exist to provide quality teachers for our classrooms. We strive to provide quality teachers at every grade level in each school.

6. Sec. 1112(b)(3)

Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/or (2) Targeted Support Schools

The LEA will utilize all available data to identify schools in need of comprehensive support and/or targeted school support. Examples of data analyzed are, but are not limited to, the following: average daily attendance, behavior reports, teacher attendance, safety, technology, socio-economic factors (access to reading material, educational level of parents), and free/reduced lunch eligibility. The State and Federal Report Cards will also be analyzed to determine schools' student achievement and students' learning gains.

7. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is —

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. (ESEA section 1113(a)(2).)

Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

- Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and

- Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).)

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools —
 - The LEA must notify its secondary schools to inform them of the option.
 - A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a)(5)(B) and (C).)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (ESEA section 1113(a)(3)(B).)

As funding is available, schools with 35% of free and reduced lunch rates or higher will continue to be served. For FY21, we plan to serve Waterloo School (PK-12), Wilson School (PK-12), Underwood School (PK-6), Central School (PK-12), Rogers School (PK-12), Lauderdale County High School (PK-12), Lexington School (PK-12), and Brooks Elementary School (PK-6).

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 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

Neglected and/or delinquent students are identified through the court system and local community agencies (i.e., Lauderdale County DHR). With the McKinney-Vento grant and Title 1-A set-aside funding, we have been able to provide students with clothing, school supplies, coverage of graduation expenses, and after-school tutoring for students living in a local children's home. We also provide other necessary items and cover other expenses as needed. Our district social worker and student support director are able to assist in meeting the needs of these students.

9. Sec. 1112(b)(6)

Describe the services the local educational agency will provide 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 local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

The Lauderdale County Board of Education ensures that all children and youth receive a free appropriate public education are given meaningful opportunities to succeed in school. This district also follows the requirement of the McKinney-Vento Homeless Education Act of 2001. With the assistance of financial resources, our schools ensure that children meeting the definition of homeless will be free from discrimination, segregation, and harassment. In Lauderdale County, each of the 10 schools is responsible for reviewing data from the Student Incident Report, Pupil Support Team, student surveys, and other sources that indicate the overall culture of the school. Each school is responsible for identifying its strengths and needs of all populations of students, including, but not limited to, homeless. All school personnel are responsible for identifying any student needing services and to report those needs to the homeless liaison. The Lauderdale County School System employs a social worker and student support director who serve as homeless liaisons. They work cooperatively to identify and serve the homeless population. Homeless students have always been served in some capacity through set-aside Title I funds (e.g., clothing, gas vouchers, school supplies, pay school fees, medical deductibles, groceries, after-school dependent care, and student support services).

10. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate the services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

The LEA does not currently use federal funds to support, coordinate, and integrate services for early childhood programs. For FY21, we have 21 Office of School Readiness (OSR) First Class Pre-K classrooms: Brooks Elementary (4), Central (3), Lauderdale County High School (3), Lexington (2), Rogers (3), Underwood (2), Waterloo (1), and Wilson (3). For the FY21 school year, \$2,040,408 of available grant funds will be provided for the Pre-K program. LCSS has also received 7 P-3 Initiative grants for 7 Kindergarten classrooms. These grant funds total \$17,500 for renewals. P-3 Initiative classrooms are at the following school sites: Brooks Elementary (2), Central (1), Lexington (1), and Rogers (3).

11. Sec. 1112(b)(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.

The LEA does not have a targeted assistance school. All of our served schools are school-wide.

12. Sec. 1112(b)(10)(A)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

The LEA does not utilize federal funds to implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. However, middle school to high school parent meetings are held by all schools. At these meetings, the student's academic track is set. This information is added to Kuder, which is essentially the Four Year Plan for each student. Also, this year we will work to implement a mentoring program for all high school students (Grades 7-12). Hopefully, this will ease the transition of students from middle school grades to secondary grades. For high school to college/career, we employ two career coaches that are constantly in the schools. They conduct high school classroom presentations promoting college and career programs and activities. They set up job shadowing for the students. They also are used for "career development" for our high school students in each school. The emphasis of their career development is centered around Career Technical Education. They plan and implement student recruitment activities for technical programs. They also work closely with the Community Task Force. In essence, they keep abreast of the needs of colleges and workforce development needs of local industry. Finally, our career coaches assist students with admissions, financial aid and registration procedures of colleges. Our Cooperative Education program is also heavily used by our students to earn entry level positions in many local businesses. Our district also funds all of our senior students to attend College Day at UNA and Northwest Shoals Community College. These are recruitment activities organized by those schools. The students learn about admission requirements, financial aid, and registration procedures at these events, as well. The LEA has three Jobs for Alabama Graduates (JAG) Specialists for at-risk students to get jobs during and after high school by teaching soft skills, attending conferences, and competitions to work on soft skills. Sixty percent of participants must have been employed post-graduation to retain the program.

13. Sec. 1112(b)(10)(B)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

The LEA does not utilize federal funds to implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. However, career counseling is implemented by all of our guidance counselors, as well as our career coaches. We have a very popular dual enrollment program with UNA and NWSCC. It is heavily used both in the traditional classroom and virtually. Dual enrollment is heavily encouraged by our career coaches, guidance counselors, teachers, and administration. Access to these programs is based on the guidelines set forth by the colleges. These guidelines are also Board policy. Basically, students must make a certain score on the ACT in certain subjects and/or have a certain GPA.

14. Sec. 1112(b)(11)

Describe how the local educational agency 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 student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

The LEA does not utilize federal funds for reducing discipline issues. However, The Lauderdale County School System incorporates several strategies to prevent the overuse of discipline that removes students from the classroom. Each school has a 'Learning Support' committee. Learning Support teams incorporate the resources, strategies, and practices that provide physical, social, emotional, and intellectual support intended to enable all pupils to have an equal opportunity for success at school by addressing barriers to and promoting engagement in learning and teaching. Also, students who are placed in our In School Suspension work on Alternative Behavior Educator (ABE) software. Ranging from kindergarten to high school modules, ABE provides students of all ages interactive software that emphasizes the importance of responsible behavior. Our commitment is to empower teachers and administrators with the ability to combat dropout rates, disproportionality, number of referrals, and ISS/ OSS assignments. Our Pupil Support Teams (PST) frequently meet to provide interventions for students who are academically and behaviorally at-risk. Strategies are discussed and implemented with the goal of reducing office referrals and out of school suspensions for those who are acting out in class, and the LEA provides professional development opportunities for administrators with discipline for appropriate sanctions. Finally, the Lauderdale County School system annually hosts two ALSDE EL workshops for teachers and administrators in Northwest Alabama. Part of the professional development is to educate teachers on cultural differences and language barriers of our EL population.

15. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate 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.

Career and Technical Education (CTE) is a vital part of the LEA. The Allen Thornton Career Technical Center houses twelve independent programs that include a full time work-based learning program. In addition to the center, twenty CTE programs are dispersed among the system's seven high schools. The determination of program needs and additions are a result of input and recommendations through the utilization of Alabama Workforce Development Region 1 data and program advisory councils. A state funded CTE administrator and counselor are housed at the center with the director overseeing budgeting, program compliance, and operations of all CTE programs at the center, as well as throughout the system. Career and Technical Maintenance, Operations & Maintenance, Carl D. Perkins Federal Grants, as well as state instructional funds help to sustain CTE programs and insure that they are compliant and meet business and industry certification requirements. State initiatives such as the Alabama Simulated Workplace and the addition of career coaches help to provide experiential learning opportunities and prepare high school students for the workplace or postsecondary advancement. Career and Technical programs implement college and career ready standards as they coordinate with other CTE and academic learning opportunities.

16. Sec. 1112(b)(12)(B)

If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Lauderdale County Schools has a work-based learning (WBL) program available for high schools seniors who meet eligibility. Students enrolled in this program are employed at approved worksites and work under the supervision of a full time work-based learning coordinator. WBL students receive academic credit as well as valuable experience in working in a position that corresponds with their particular career objective. Many times, these opportunities result in full-time employment after graduation and always provide participating students with valuable work experience and resume building while working alongside industry professionals. In addition, the LEA is committed to providing extensive training in employability skills to all high school students prior to graduation through the implementation of Smart Work Ethics which takes place in the required Career Preparedness course.

17. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

The LEA does not utilize federal funds to serve our gifted and talented students. Here is information provided about the LEA Gifted Program in the Parent/Student Handbook for the upcoming school year: Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist. For each student referred, information is gathered in the areas of Aptitude, Characteristics and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services. To make a referral, contact the Gifted Specialist or Counselor at your child's school.

18. Sec. 1112(b)(13)(B)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

The LEA will not utilize federal funds for our library programs. However, if library materials are needed, federal funds may be allocated on an as needed basis to schools to fulfill the needs of the schools' needs assessments.

19. Sec. 1112(b)(7)

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

**Lauderdale County School System
Parent and Family Engagement Policy
2020-2021**

Sec. 1116(a)(2)(A))

- A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

The Federal Programs Advisory Committee will meet to develop the Parent and Family Engagement Written Policy. Incorporate parent ideas/suggestions into the LEA Parent and Family Engagement Policy. Send parent suggestions from the LEA Parent and Family Engagement Policy to Title I Schools in an effort to improve parent and family engagement. An adequate representation of parents will serve on the local school continuous improvement team to help develop and review the continuous improvement plan. Local schools will review current academic data based on state assessments to determine if the school is meeting accountability models. Review results of parent feedback, program evaluations, and achievement data for the annual school review and use these data as needed to modify Parent Family Engagement Policy.

Sec. 1116(a)(2)(B))

- B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

Provide parenting tips via district newsletters and websites. Provide parental involvement templates for use of local schools (examples: School-Parent Compacts, CIP support, Annual Meeting PowerPoint, etc.). Assist schools with assigning a Parent and Family Engagement Representative and organizing a Parenting Committee. Assist schools in developing effective ways to communicate with parents (such as a Calendar of Events, Text Remind, or Call-Out system). Assist schools in determining and scheduling volunteer opportunities for parents. Assist schools in addressing identified barriers to parental involvement.

Sec. 1116(a)(2)(C))

- C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

Upon request, information and presenters are available for meetings held for counselors, school staff, and principals.

Assist Parents with enrollment through the online registration.

Sec. 1116(a)(2)(D))

- D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (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)

Local school administrators will be responsible for conducting an evaluation of parental engagement with the assistance of district personnel.
Review, evaluate, and revise the District Parent and Family Engagement Policy annually.
The annual parent survey will be distributed through the local schools. The results of the surveys will be analyzed and reported to the LEA.
Individual school's recommendations will be brought before the LEA Parent Advisory Committee who will discuss the results and identify trends. This information will be used to revise the LEA Title I Parent and Family Engagement Policy.
Survey results will be shared with school administrators and leadership teams.
Comments of concern, discontent, or disagreement with the current plan should be sent to the Federal Programs Director.

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

The local schools provide training sessions for parents to attend. These training sessions are conducted by school staff and administrators. Parents can be informed about the school's extra services (e.g., counseling, speech therapy, etc.). They can also be informed about how additional help in reading and math is given to students through the Title I program (as applicable). Schools may also inform parents about the school's referral program to community services outside of the school (e.g., adult literacy programs, social services, health services, GED, adult career development, etc.)

(iii) strategies to support successful school and family interactions

All Lauderdale County Schools have an open door policy for our families to have ongoing interaction through volunteerism, community events, and school functions. Schools can inform parents about volunteer work they can do at the school.

Sec. 1116(a)(2)(E))

- E. Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.

An adequate representation of parents will serve on the local school continuous improvement team to help develop and review the continuous improvement plan.
Local schools will review current academic data based on state. Assessments to determine if the school is meeting accountability models.
Parents will be informed in writing if their local school does not meet accountability requirements.
Local schools may inform parents about how to be involved in school planning and review committees.

Sec. 1116(a)(2)(F))

- F. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities.
Provide reasonable support for parental involvement activities as parents may request.
Review, evaluate, and revise the District Parent and Family Engagement Policy annually.
Individual school's recommendations will be brought before the Federal Programs Advisory Committee who will discuss the results and identify trends. This information will be used to revise the LEA Parent and Family Engagement Policy.
Survey results will be shared with school administrators and leadership teams.
Comments of concern, discontent, or disagreement with the current plan should be sent to the Federal Programs Director.

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

- G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

The State's academic content standards
The State's student academic achievement standards
The State and local academic assessments including alternate assessments
How to monitor their child's progress
How to work with educators:
Inform parents of current academic content standards.
Distribute student academic assessment data to parents.
Provide training for parents in understanding state & local assessments.
Send home student progress reports every grading period and at mid-nine weeks.
Conduct Annual Title I Parent meetings to discuss requirements of Part A and inform parents of their rights and continue to inform parents about what it means to be a Title I school and what their rights are.

- H. Describe how it will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

Provide take home materials that help parents understand the use of technology in the classroom.
School counselors assist families in finding resources and/or providing referrals to agencies to address family needs.
Communicate important information to parents through emails, school websites, all call system, etc.

- I. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Inform schools when workshops and information are available on various subjects.
Purchase materials and provide training for a cross section of school personnel on how to effectively work with parents, including building parental capacity to increase academic achievement.
Provide training for new teachers on benefits of working closely with parents.
Compile and distribute a list of community agencies.

Work with teachers and administrators through in-services, faculty meetings, and grade level meetings in understanding the importance of parental involvement.
Remind parents of the School-Parent Compact throughout the year to remind them of activities they can do to help their child do better in school.

- J. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool 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.

Maintaining Pre-K and pre-school partnerships
Provide information on school expectations and standards on effective parent communication.
Provide materials and resources in school counselors' offices.

- K. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Provide translated student registration handbook and student handbook.
Send translated forms, letters, etc... to parents with limited English proficiency, when practical.
Translate communications and relative policies.
To the extent practical, parent resource materials will be provided in a language that parents can understand.
Post the LEA Parent and Family Engagement Policy on the Lauderdale County School System's website.

- L. Describe how it will ensure such other reasonable support for parental involvement activities under this section as parents may request.

Provide training for parents to understand state and local assessments.
Provide take home materials that help parents to understand the changes in education such as grading, Chromebooks, etc.
Provide reasonable support at a district level involving parent activities and training.

- M. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

Lauderdale County schools may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training. Parents may be trained on district changes. Training may be offered based on parent feedback, including but not limited to technology and use of technology.

- N. Describe how the LEA may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

If all other reasonably available sources of funding have been exhausted, we will inform parents of the importance of reading to their child and how best to help him/her at home by providing reading materials and associated information.

- O. Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

Provide 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.
Pay reasonable and necessary expenses associated with parental and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
Purchase reasonable and necessary materials for parent and family engagement activities.
Train parents to engage 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.
Adopt and implement model approaches to improving parent and family engagement.
Establish a LEA parent advisory committee to provide advice on all matters related to parental involvement in Title I, Part A programs.
Develop appropriate roles for community-based organizations and businesses in parental and family engagement activities.
Provide other reasonable support for parental involvement activities under section 1116 as parents may request.

P. Describe how the LEA may train parents to enhance the involvement of other parents.

We may institute parent meetings at district level so that parents can conduct turnaround meetings at local schools over topics, strategies, and use of technology in Lauderdale County Schools.

Q. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

Lauderdale County Schools provide a variety of times and ways for parents to meet. When parents are unable to attend conferences, teachers and administration set up conference calls or use technology to communicate. We have email addresses on all parents in Lauderdale County Schools offering different dates and times of meetings to accommodate parents throughout the year. Lauderdale County also has an INOW Parent Portal so that parents can view their child's grades, discipline, schedule, attendance and information.

R. Describe how the LEA may adopt and implement model approaches to improving parental involvement.

Lauderdale County will use the collaboration model for parent and family engagement. Collaboration may occur through monthly meetings at the district level with training, then turnaround meetings may occur at the schools. Collaboration occurs through two-way communication, recognizing parents' strengths, and solving problems together. The district and schools are open to exploring new policies, practices, relationships, and attitudes that foster partnering for children's school success.

S. Describe how the LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

The district requests that schools provide a parent, or parents, from each school to serve on the advisory committee to provide advice on all matters related to parental involvement.
Local schools involve parents in the development and revision of the continuous school improvement plans.

T. Describe how the LEA may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

The district works closely with community representatives such as the Lauderdale County Sheriff's Office, local judges, and businesses to support and train parents.
School counselors assist families in finding resources and/or providing referrals to agencies to address family needs.

Sec. 1116(f)

- U. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents 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, parents and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Translate student handbook.
Send translated forms, letters, etc. to parents with limited English proficiency, when practical.
Provide translation of communications and relative policies.
To the extent practical, parent resource materials will be provided in a language that parents can understand.
Post the LEA Parent and Family Engagement Policy on the Lauderdale County School System's website.
Provide training for faculty/staff on ways to involve EL families and raise cultural awareness.
Provide take home materials that help parents in a language that parents can understand.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by minutes from the parent advisory meeting. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2020.

Lauderdale County Board of Education
PLAN APPROVED BY (Person or Entity)

May 27, 2020
DATE OF APPROVAL

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

(A) **IN GENERAL.**—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, including at a minimum, the following:

(i) Whether the student’s teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) **ADDITIONAL INFORMATION.**—In addition to the information that parents may request under subparagraph(A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

LEA CONSOLIDATED PLAN ASSURANCES

Each local educational agency plan shall provide assurances that the local educational agency will—

- (1) 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
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program
- (5) collaborate with the State or local child welfare agency to—
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation
- (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification
- (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))