

## **LEA Consolidated Plan**

### **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.

**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:**

#### **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 2017-18 school year, Lawrence County School System will analyze Scantron Performance Series data at the district and individual school level 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 3-8 will be assessed with Performance Series for the state assessment. The ACT Plus Writing for grade 11, ACT WorkKeys for

grade 12, The Alabama Alternative Assessment (AAA) for grades 3-8, and 10, and Assessing Comprehension and Communication in English State and State ACCESS will be administered to all Limited English Proficient (LEP) students.

Lawrence County Schools monitors the 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 the challenging State academic standards, Lawrence County schools 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, RtI, and our adopted intervention programs, we intend to meet the academic needs of all students, regardless of their barriers) to learning.

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## **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 Lawrence County School System to provide early identification of students who are at risk for academic failure. Through data analysis of individual students by the combined efforts of district and school personnel, we will identify at-risk students by utilizing Scantron Performance Series as our universal, beginning-of-year screener. The RtI 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 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 Performance Series data, as well as Scott-Foresman benchmark assessments will be useful in determining the effectiveness of interventions.

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## **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.**

- Individual tutoring by certified teachers and/or highly qualified paraprofessionals is available for homeless, migrant, and ELL students who are failing or at risk of failing.

- Individual remediation by certified teachers and/or highly qualified paraprofessionals for students who assessed as needing help in meeting the state’s challenging student academic achievement standards.
- Computer labs equipped with research-based software and instructional paraprofessionals (depending on school sites) are used for tutoring and remediation. Printouts of the students’ achievements are provided to the teachers and parents.
- Parents as Teachers go into the homes to provide training for parents on how to help their children at home.
- Migrant tutors go into the homes to tutor students who have moved during the school year and are at risk of failing.
- ELL students are provided with individual tutoring
- LEP families receive tutoring services from tutors at our family literacy centers who speak the language, in an effort to increase family literacy.
- ELL families are provided with support (such as interpreters, health records, and adult opportunities to learn English) as needed to help them assist their children to be successful in school.
- Parents of all children are encouraged to become a part of their child’s educational process and parental involvement activities are promoted at each school.
- Summer Programs are offered using Title I to allow for make-up of failed courses, enrichment courses, elective courses, and educational field trips for those schools and/or students qualifying.
- Additional teachers are employed using local, Title II, and Title I funds to reduce the class size in our schools.
- Additional paraprofessionals are employed using local, Title I, and Title II funds to assist certified teachers and to tutor students under the direct supervision of a certified teacher.
- Competencies not mastered by all students are analyzed by teachers and administrators. When there are a high number of students not mastering competencies, curriculum and instruction are reviewed to see if revisions need to be made at the system level.

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#### **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, Lawrence County School System has a 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. During the 2017-18 school year, a mentoring program will be instituted at each campus to improve conditions for student learning. 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.

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**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**

Lawrence County School System is committed to placing qualified teachers in every classroom setting. No disparities exist at this time. This LEA is in a portion of the state where we have primarily two teaching training institutions providing quality teachers into our classrooms. We strive to provide quality teachers at each grade level in every school.

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**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**

Lawrence County School System 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 A- F Report Card will also be analyzed to determine schools' student achievement and students' learning gains. Lawrence County Schools has three schools identified as Focus schools (Targeted Support Schools). These schools continue to work closely with ALSDE, ARI, Regional Inservice Center, Federal Programs Director, and School Improvement Specialist in developing best practices/strategies to narrow the gap in student achievement.

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**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).)**

Lawrence County Schools served under Title I have a poverty level above 40%. Schools are served using grade span grouping. All of our schools served under Title I are school-wide programs. The Program Application shows the schools listed in rank order from highest poverty level to lowest poverty level. PPA for each school is rank ordered based on their poverty percentage.

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#### **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**

All schools in Lawrence County have above 40% of students from low-income families, meaning all schools are "school-wide" schools. Title funds are integrated with other funds to help Lawrence County Schools reach the goal of high achievement for all students.

Our funds are used to employ quality teachers to provided additional assistance for our students. Instructional paraprofessionals are employed to assist teachers and to assist in the computer labs where research-based software is used for enrichment and remediation. High Quality materials and supplies are purchased with some of the funds to enrich the teaching and learning activities. Some of our funds are used for professional development to help our teachers grow and

expand their abilities to teach our students. Remediation materials are purchased to help students reach higher levels of achievement by enhancing the higher thinking skills. Our schools have been able to purchase technology equipment including but not limited to computers and printers to use research based software such as Discovery Education, Rosetta stone, and APEX learning software suite. These research-based programs have been purchased with various title funds, but through coordination of programs, we have been able to improve academic standards. Funds are also used to operate the Educational Transition Program, housed at the Family Education Campus. The program allows at risk students the opportunity to transition back to their home school or transition to higher education or the work force.

Neglected and Delinquent: Lawrence County Schools currently operates one at-risk program and the Educational Transition Program (ETP) with Neglected and Delinquent funds. Both programs offer high-quality educational programs that prepare children and youth to complete high school, enter training or employment programs, or further their education. They also carryout activities that would facilitate the transition of such children and youth from the correctional program in an institution to further education or employment. ETP and Sequel of Courtland offer dropout prevention programs for children and youth who are at-risk of dropping out of school.

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#### **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.).**

Funds are reserved to provide services to homeless children. Homeless children are provided with tutoring services, school supplies, clothes, books, hygiene products, and necessary services to allow the children to be able to participate in the full school experience. A needs assessment is done on each homeless child by the local school when the child is enrolled. Homeless staff work to provide for the necessities for the where and families. The staff works with counselors, teachers, principals, and CNP personnel to make sure that all of the needs of the children are met to the best of the LEA abilities, this may require collaboration with community agencies to provide support not allowed by federal regulation. Lawrence County coordinates these "set aside" funds with funds received from McKinney-Vento.

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#### **10. Sec. 1112(b)(8)**

**Describe, if applicable, how the local educational agency will support, coordinate, and integrate 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**

Lawrence County does not use federal funds to support, coordinate, and integrate services for early childhood programs. However, Lawrence County School System understands the importance of early childhood education and how preschool/pre-k programs enhance children's opportunities to enter

school ready to learn. Our programs also assist mothers in getting a diploma or GED especially high school students who would be dropouts if we did not provide assistance. We also work with Head Start and Community Action.

Lawrence County School System has seven preschool programs: East Lawrence, Hazlewood, Hatton, Moulton, Speake and Mount Hope. Our programs are funded through Community Action, local funds, Office of School Readiness (OSR), and/or tuition. The programs are open to all children residing in Lawrence County who are four years old before September 1, 2013. Each spring the availability of preschool is advertised in the local newspaper including requirements and other guidelines as mandated by the funding organization for the Pre K program. There is one class per site and parents provide transportation to and from the program. Our Pre K programs use Creative Curriculum and the children are accessed and monitored throughout the year to ensure that progress is made in preparation for kindergarten.

Head Start is operated by Community Action and uses two LEA facilities. These centers also accommodate LEP and ESL students. Even Start and Head Start share a motor room, parking lot and playground. The county is proud to be able to offer these programs to the families of Lawrence County.

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#### **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**

All Lawrence County Schools are classified as "School Wide" schools.

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#### **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.**

Lawrence County implements the following:

\*For Middle school transitions: High Schools host student tours, scheduling meetings, and freshmen orientations for students and parents as they approach a transition to high school. Also students and parents attend Open House prior to the beginning of the school year.

\*For High School transition to postsecondary: High Schools plan Senior Orientations, College Fairs, Job Shadowing, Mock Interviews, Career Fairs, College Visits, Senior Meetings, Visits from Recruiters, and College Application Week activities to transition seniors toward their postsecondary goal.

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**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 interest and skills**

Lawrence County implements the following strategies:

\*PreAP and AP curriculum expose students to college-level rigor in the classroom, and offer the opportunity for college credit while in high school through the APcourse exams.

\*High schools also offer students the opportunity for college credit during high school via dual enrollment courses (on campus and online courses).

\*Career Counseling is ongoing through yearly Kuder career assessments, career fairs, and classroom activities facilitated by our Career Coach, such as interview skills, resume skills, and college/ career pathway directions through assessments and inventories.

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**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)**

Lawrence County Schools 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 In School Suspension (ISS) 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. Finally, representatives from Lawrence County Schools attend two ALSDE ESL (SAMUEL Training) 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 ESL population.

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**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.**

Lawrence County's Career/Technical Education curriculum is to provide students access to a flexible system of rigorous school and work based learning, planned collaboratively by students, parents, educators, and employers. The U.S. Department of Education has identified 16 career clusters, all of which include a number of diverse pathways to achieving success. During the 2007-2008 school year, Alabama completed a Course of Study that is based on the 16 career clusters in the States' Career Clusters Initiative. A career cluster is a way to organize a student's program of study to prepare him or her for further education and/or employment in a field such as health care, business, or manufacturing. Not every school can offer all the courses required for each cluster or pathway. For some students, a career cluster will require a two- or four-year college, and for others learning will continue in an apprenticeship, in the military, or through on-the-job training. Wherever students' chosen paths lead them, Career/Technical Education will help prepare each one for a fulfilling future in a career that matches their skills, interests, and goals.

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. Vocational maintenance, Operations and Maintenance, Carl D. Perkins 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 post-secondary advancement. Career Tech programs implement the college and career ready standards as they coordinate with other CTE and academic learning opportunities.

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**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.**

Lawrence County has a work-based learning (WBL) program available for high school juniors and 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 (when possible). 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 employ-ability 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.

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**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.**

Lawrence County School System does not utilize federal funds to serve our gifted and talented students.

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**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.**

Lawrence County School System does not utilize federal funds for our library programs.

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**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).**

Parent and Family Engagement Written Policy (Sec. 1116 (2))

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).**

Lawrence County School System will:

Involve parents and family members in the development of the LEA Consolidated Plan. Parents and family members are participants in the system wide advisory council. Each school is represented by a parent and/or family member on this council.

Evaluate the Title I program by administering an annual parent/family member survey. This survey will be conducted in the spring of each year. Compiled information from the survey and other data is used to evaluate the overall effectiveness of the Title I program, including the parental and family engagement/involvement.

Each school will meet with their local parent/family committees at least twice yearly to determine needs and to discuss strengths/weaknesses of Title I program.

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**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.**

Lawrence County School System will:

- Provide resources for parenting such as books, literature, videos, etc.
- Educate parents and family members about school and community based organizations where additional assistance may be obtained.
- Coordinate necessary training on literacy, math, interpreting test results. Resources have been added to the website for parents and more will be added.
- Supply materials and training to help parents and family members interact with their children at home.
- Update Lawrence County Schools' website to include information for parents concerning state test, community, and school activities.
- Assist schools in developing effective ways to communicate with parents (such as a Calendar of Events, Text Remind, Video Recordings, or Call-Out system).
- Assist schools in addressing identified barriers to parental involvement.
- Provide opportunities for parents and teachers to coordinate joint efforts to support student and school achievement, encouraging parental input on how educators could best assist their children in achieving educational goals, encouraging parents to serve as trainers of other parents and educators where appropriate, and encouraging joint planning and participation in academic and parental skills training and use of school resources.

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**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.**

- Invite representatives to serve on the Federal Programs Advisory Council.
- Distribute academic standards.
- Upon request, information and presenters are available for meetings held for counselors, Title I staff, principals, and individual school staff.

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**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 assistance of district personnel.
- Review, evaluate, and revise the District Parent and Family Engagement Policy annually.
- The annual parent survey through ASSIST 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 schools administrator and leadership teams.
- Comments of concern, discontent, or disagreement with the current plan should be sent to the Federal Programs Director.

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

The district conducts parent meetings at each individual school. At these meetings, the district provides training to assist the parents and family members with what is going on in the schools. For example, standards based grading for K-2, AMSTI nights, etc... The school will providing trainings at each individual school (based on need) for parents to attend. These trainings are conducted by teachers and administrators at the local school.

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**(iii) strategies to support successful school and family interactions**

Lawrence County Schools use many successful ways to interact with parents either face to face or using technology. In the future, parents that cannot attend can view the trainings/meetings by going to the schools or district website. Lawrence County Schools have an open door policy for our families to have ongoing interaction.

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**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.

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**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.**

- Establish a districtwide LEA Parent Advisory Committee to provide advice on matters related to parental involvement.
- Develop appropriate roles for community-based organizations and business 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 LEA Parent 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 schools administrator and leadership teams.
- Comments of concern, discontent, or disagreement with the current plan should be sent to the Federal Programs Director.

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**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, and
- How to work with educators:
  - Inform parents of current academic content standards.
  - Distribute student academic assessment data to parents.
  - Examine College & Career Ready Standards.
  - Provide training for parents in understanding state & local assessments.
  - Monitor student progress.
  - Send home student progress reports every grading period.
  - Communicate with parents and educators by providing parent liaison when needed for individual conferences.

- Conduct Annual Title I Parent meetings to discuss requirements of Part A and inform parents of their rights.

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**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 e-mails, school websites, all call system, etc.
- Hold parent meetings at district level so that parents can conduct turnaround meetings at local schools over topics, strategies, and use of technology in Lawrence County Schools.

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**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.**

- Invite representatives from local community agencies to serve as members of the Federal Programs Advisory Council.
- Inform schools when workshops and information is 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.
- Provide training for faculty/staff on ways to involve ELL families and raise cultural awareness.
- Work with teachers and administrators through in-services, faculty meetings, grade level meetings in understanding the importance of parental involvement.

- Provide training and support to Parent and Family Engagement Representative at local schools

Words: 120 Characters: 852

**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.**

Forming pre-school partnerships

- Meet with local preschools and OSR Pre-K classrooms to encourage them to use parent resource materials.
- Provide information on school expectations and standards on effective parent communications.

Parent Resources

- Provide Parent Resource Kits for all Title Schools.
- Partner with Resource Officers for Trainings.
- Provide Materials and Resources in Counselors' Offices.

Words: 53 Characters: 395

**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 practicable.
- Translate communications and relative policies.
- To the extent practicable, liaison will be available at parent meetings/conferences.
- Provide parent liaison at all kindergarten registration.
- To the extent practicable, parent resource materials will be provided in a language that parents can understand.
- Post the LEA Parent and Family Engagement Policy on the Lawrence County School System's website at: [www.lawrenceal.org](http://www.lawrenceal.org)

Words: 78 Characters: 577

**L. Describe how it will ensure provide 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 standards based grading, tech books, etc.
- Provide reasonable support through monthly parent meetings at a district level involving parent activities and trainings.

Words: 47 Characters: 324

**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.**

Lawrence County schools involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training. Parents are trained on district changes such as parent/student handbook, attendance policy, etc... . We also offer training on technology and effective use of technology.

Words: 47 Characters: 324

**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.**

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.

Words: 28 Characters: 178

**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.**

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- 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.
- Train parents to enhance the involvement of other parents.

- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopt and implement model approaches to improving parent and family engagement.
- Establish a LEA parent advisory council 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, including faith-based organizations, in parental and family engagement activities.
- Provide other reasonable support for parental involvement activities under section 1116 as parents may request.

Words: 197 Characters: 1393

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

- Hold parent meetings at district level so that parents can conduct turnaround meetings at local schools over topics, strategies, and use of technology in Lawrence County Schools.
- Parent Calendar for the 2017-18 school year with training dates available at each individual school.

Words: 42 Characters: 274

**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.**

Lawrence County schools provides 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 Lawrence County Schools offer different dates and times of meetings to accommodate parents throughout the year. Lawrence County also has an INOW Parent Portal so that parents can view their child’s grades, discipline, schedule, attendance and information.

Words: 78 Characters: 505

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

Lawrence County uses the collaboration model for parent and family engagement. The is collaboration among parents, educators, and community members. Collaboration occurs through monthly meetings at

the district level with trainings, then turnaround meetings 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.

Words: 71 Characters: 535

**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 request that each school provides a parent or parents from each school to serve on the advisory council to provide advice on all matters related to parental involvement in programs. These parents meet monthly at the district level.
- Local schools involve parents in the development and revision of the continuous school improvement plans.

Words: 55 Characters: 348

**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 Lawrence County Sheriff's Office, local judges, and businesses to support and train our parents that are held throughout the year.
- School counselors assist families in finding resources and/or providing referrals to agencies to address family needs.

Words: 45 Characters: 312

**Sec. 1116(f)**

**U. 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.**

- Translate student registration handbook and student handbook.
- Send translated forms, letters, etc. to parents with limited English proficiency, when practicable.
- Provide translation of communications and relative policies.
- To the extent practicable, liaison will be available at parent meetings/conferences.
- Provide parent liaison at all kindergarten registration.

- To the extent practicable, parent resource materials will be provided in a language that parents can understand.
- Post the LEA Parent and Family Engagement Policy on the Lawrence County School System's website at [www.lawrenceal.org](http://www.lawrenceal.org)
- Provide training for faculty/staff on ways to involve EL families and raise cultural awareness.

Words: 93 Characters: 676

**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**

- Administration of parent/family engagement needs assessment and evaluation survey in the spring of each year. This survey allows parents the opportunity to provide input and rate the effectiveness of the Title I program.
- Forming advisory committees consisting of parents, teachers, and school leaders at each local school.
- A parent representative from each school will comprise a portion of the LEA advisory committee.
- Conducting an annual meeting for Title I explaining the requirements of the law and parents' rights.

Words: 78 Characters: 512

**The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2017**

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

**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

Assurances

#### 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))