

FY20 LEA Consolidated Plan

Greene County Schools

DRAFT

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. This plan was developed in conjunction with district leaders, staff and parents and includes the written Parent and Family Engagement Policy.

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Part I. Plan for a High-quality Education

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.

Schools are required to conduct data meetings to review student benchmark and formative assessment data, and attendance and discipline data following each progress report and report card distribution. Schools are required to complete Individual Action Plans for struggling Tier II and TIER III students as well as grade level and/or subject area Action Plans based on the analysis of the data. Students who are consistently struggling will be identified and given more intensive instruction and referrals. The LEA Federal Programs Coordinator will disaggregate the test data, if needed, at the district level.

The LEA will monitor longitudinal data and address needs based on the data. The needs assessment will drive the development of Continuous Improvement Plans and identify which Professional Development Activities are needed. In an effort to address the needs and build relationships, the LEA will make all faculty, staff, students and parents aware of the data by providing charts, graphs, and longitudinal data in a form that is easy to read and communicate to parents.

A time is provided at Open House and the beginning-of-the year PTA meetings for teachers to discuss individual student assessment results.

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.

At-risk students are defined as those students not meeting the challenging state academic achievement standards. These students will be given supplemental reading and math instruction through research proven methodologies. The Student Support Team will make specific recommendations to meet individual student's needs. Computer labs equipped with evidence-based programs are available for student use. Classroom teachers, and on occasion, resource personnel, provide explicit instruction in a small group setting. Parents of all children are encouraged to play an active role in their child's education. The goal of the school system is to provide intervention for the at-risk student population.

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.

Each school in the Greene County School district is expected to adhere to the District's RtI Plan. The Plan outlines the means in which to identify and service those students identified as at-risk. Schools are expected to outline strategies and interventions to be conducted in order to give additional educational assistance. Federal funds are utilized to reduce class size, therefore, allowing teachers more individual time with students. Additional assistance is provided in the following ways:

- Remediation provided by Intervention Teachers
- Peer tutoring
- EL assistance such as individualized instruction or accommodations and modifications as needed
- Tiered instruction in reading, math and behavior (Students in Tier II and/or Tier III may receive additional instructional time.)
- ARI Reading Specialist and State Support
- Edgenuity and SPIRE for Tier III Intervention
- Credit Recovery for grades 9-12
- 21st Century Extended Day Program and Summer Enrichment
- AMSTI Training and State Support
- SAMUEL Trainings for EL Teachers

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.

The Greene County School District will identify and implement instructional strategies that are appropriately challenging, research-based, purposeful, meaningful to real-world problems and situations. Students' background knowledge and current level of understanding will be identified, and this will serve as the starting point of instruction. Daily formative assessments will be used to monitor student progress and verify that students are demonstrating again in their levels of understanding of the identified skills and concepts. The Greene County School District will differentiate instruction throughout all grade levels, with a strong emphasis in grades K-3. Critical thinking skills will be incorporated into daily lessons, and teachers will follow the strategic teaching model for instruction. In grades 4-12, teachers will integrate literacy related instructional strategies to facilitate student learning across all content areas.

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.

The Greene County School District consistently monitors the hiring and placement of our teachers. Every spring, the Superintendent, Human Resource Director, CSFO and Federal Programs Coordinator attempt to complete a comprehensive assessment to determine our personnel needs for the upcoming year. Being from a small rural area, our pool of applicants is small however particularly in science and mathematics and CTE areas. The Human Resource Director screens applicants to ensure that they are certified in the areas for which they are applying, and teachers with proper certification and experience are often given priority in the interview process. Although our pool is limited, the size of the district is proportionate to the teacher vacancies. We often have openings for secondary teaching positions that are hard to staff. When this happens, we monitor our hiring process even more closely to ensure that disparities do not result. In some instances, teachers may need to be reassigned to offset any disparities.

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 Greene County School District has one school identified as Comprehensive Support. A framework is in place to support improvement at all schools within the district. It is the goal of the Greene County School District educators to assist in the diagnosis, teaching and learning of each student in the classroom to determine what revisions are needed in the student curriculum to ensure that each child meets the state student achievement standards.

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).)

All schools in the Greene County School District are classified as Title I Schools.

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.

The Greene County School District does not receive funding for neglected and delinquent youth. However, as funds are available, we will use the funds to operate programs that involve collaboration with locally operated facilities with which there is an established formal agreement regarding the services to be provided:

- To carry out high-quality education programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- To provide activities that facilitate the transition of such children and youth from the correctional program in an institution to further education or employment; and

To operate dropout prevention programs in local schools for children and youth who are at-risk of dropping out or youth returning from correctional facilities. Specifically, we could potentially use the funds for:

- Dropout prevention programs that serve at-risk children and youth. An at-risk child or youth means a school-aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has previously come into contact with the juvenile justice system, is at least 1 year behind the expected grade level for the age of the individual, is a migrant or an immigrant, has limited English proficiency, is a gang member, has previously dropped out of school, or has a high absenteeism rate at school.
- Coordination of health and social services for children and youth who are at-risk (e.g., day care, drug and/or alcohol abuse counseling and mental health services) if

there is a likelihood that providing such services will help these children complete their education.

- Special programs that meet the unique academic needs of children and youth who are at-risk, including vocational and technical education, special education, career counseling, curriculum-based entrepreneurship education and assistance in securing of student loans or grants for postsecondary education.
- Programs providing mentoring and peer mediation.

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.).

All Title I schools in the Greene County School District are school-wide schools. All homeless children are provided the same opportunities as other students. Students are provided necessary assistance such as guidance and counseling through the school counselor, and health and nutrition services through the Child Nutrition Program. Students are also provided with school supplies as needed.

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.

All Title I students in the Greene County School District will be provided applicable services under Title I-SW.

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 Greene County School District does not have schools identified as Targeted Assistance.

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 Greene County School District takes into account that the transition from middle to high school and from high school to afterwards stirs up many emotions for students, ranging from excitement and anticipation to fear and anxiety. It is natural for students to have numerous concerns related to the procedural, social, and academic changes associated with the transition. During the last year at the middle level or high school, educators in the district can help prepare students for a successful upcoming year by addressing their concerns associated with the procedural, social, and academic changes. Schools will coordinate the following activities with high schools and colleges and universities, perspective employers and other local partners:

Procedural Changes

For middle school students, procedural changes focus on the daily schedule, rules, and procedures students are expected to follow. Examples of procedural concerns include finding their classes and other important parts of the school, following the bell schedule, learning the lunchtime rules and procedures, locating the bus, and adhering to school policies. Middle grade and high school educators can do the following to help with procedural changes:

- Have students examine the bell schedule(s) and map of the high school.
- Make arrangements for students to tour their high school or college.
- Have students practice procedural tasks (e.g., adhering to a bell schedule similar to the high school schedule, using a combination lock).
- Obtain a copy of the high school or college student handbook and create activities that focus on pertinent information.
- Host a panel of high school students or college students to talk about how they overcame procedural concerns and to answer questions.

Social Changes

Social changes primarily center on peer and teacher relationships along with extracurricular involvement. Students are concerned about keeping their old school friends, making new friends, and establishing positive relationships with their teachers. They also want to know about the various extracurricular opportunities afforded to them at that level and how to get involved. There are many ways educators can assist with social transition changes:

- Have students participate in a “Kick Off to Middle School, High School, and College” celebration to see the variety of extracurricular activities available and help them learn how to get involved in particular activities (e.g., put them in contact with the sponsor/coach, provide information on tryouts).
- Implement a big brother/big sister mentoring program in which high school students mentor middle grades students and college students mentor high school students.
- Incorporate Peer Helper into the school to address student issues.
- Host an extracurricular day for coaches, club sponsors, and other extracurricular representatives to speak with students about their activities and provide information on how to get involved.

- For middle school, plan an end-of-year “rite of passage” activity for students to celebrate their middle level years with their friends (e.g., eighth grade send-off assembly, time capsule activity).

Academic Changes

Academic changes center on the quantity and quality of school work and academic expectations placed on students at the high school and college levels. Research suggests that many incoming high school and college students are underprepared for the quantity of school work, struggle to meet the academic expectations set by their teachers, and are not used to taking responsibility for their schooling. Educators can do the following to help with academic changes:

- Have students examine samples of actual high school and college work (e.g., tests, homework assignments) and textbooks.
- Teach students academic (e.g., organization, note-taking) and life skills (e.g., proactivity, personal ownership).
- Organize a high school curriculum/academic fair for teachers to share academic information.
- Have high school students tutor middle school students and college students tutor high school students.

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.

All students in the Greene County School District are required to complete a four-year plan for high school in the eighth grade. This four-year plan will enable students to know the requirements needed to reach career goals. We only have one middle school. The yearly goal is for guidance counselors to work with our students on transition plans. The District and school counselors will also form partnerships with colleges and universities that provide early college and dual enrollment and make high school students aware of the programs and provide assistance in becoming a part of the program. The career coach, postsecondary partners, counselors, teachers, and administrators will work to ensure that all students make a successful transition to a career, military, or postsecondary education after the completion of their high school diploma.

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).

All schools in the Greene County School District will implement a Discipline Plan aligned to the District's Code of Conduct. The plan is expected to employ progressive discipline in order to ensure that discipline is fair and consistent and include alternatives to the child being removed from the classroom for long periods of time. We currently implement an At-Risk and Counseling Program that is designed to curb behavior that may result in student suspensions from school. The District will monitor discipline data quarterly and schools will devise an Action Plan in RtI for students who may have chronic discipline issues.

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.

The Greene County School District will work to ensure that students in grades 7-12 are provided opportunities to participate in career technical courses. High school students will be provided opportunities to attain a credential in some skill. The Carl D. Perkins funds are used for career technical education. In addition, the Greene County Board of Education (GCBOE) may use other applicable funds to possibly support a part-time Ready to Work Instructor through the CTE program.

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.

At this time, the Greene County School District does not have any students who are engaged in work-based learning opportunities. We are working, however, to get programs credentialed in our Career Technical School. The Greene County School District is also partnering with World of Works (WOW), WOW Varsity and West Alabama Chamber of Commerce.

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 Greene County School District does not plan to use Title I funds on gifted and talented students specifically. They are included in the programs and activities that are funded for the general population. Special Education funds are used for gifted and talented, however.

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 Greene County School District does not use Federal Funds to fund libraries. They are currently funded by the state. The district will however assess the resources offered in each school's library to ensure that they are geared towards the 21st Century Learner.

Part II. Plan for Parent and Family Engagement

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 Agency 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 Greene County School District, in jointly developing its LEA plan under Section 1 112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA will:

- a) Invite all parents to participate in school and district committees such as the Parent Advisory Committee, ACIP Committees, Parent Counsel and Strategic Planning Committees.
 - b) Hold a Parent Advisory Committee meeting for parents of students in the Title I program to review the LEA plan and discuss how Title I funds will be used to support the plan.
 - c) Provide parent access to LEA and school parent and family engagement plans and continuous improvement plans via each school's website, school libraries and front offices.
 - d) Distribute an annual survey to facilitate parent and family input and involvement in the development of LEA and school parent and family engagement plans and continuous improvement plans. This will include parent and family involvement in the process of design, review and improvement of the overall Title I program.
 - e) Notify parents and family members via a variety of contact strategies including newsletters. Emails, phone calls, school and district websites and school marquees. Take home notices are translated as needed.
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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.

The Parent Advisory Committee will meet once per semester to discuss, review, and assess, not only the District Parent and Family Engagement Plan but the School Compacts and the LEA Consolidated and other plans. The members of the district committee will be comprised of members of the local school parent committee. These members are expected to be the liaison for the district back to the schools and from the schools back to the district. This will be instrumental in identifying ways in which to improve the safety and academic success of our schools. This committee will meet to discuss the needs, assess the progress of programs and plan for the future of the students of Greene County as a district.

The Greene County School District will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family engagement activities. The district will ensure that all parental requirements of Title I Part A are met and that parent engagement initiatives are being implemented in a relevant and meaningful way. This will take place through regularly scheduled school visits, review of documentation, and provision of specific school support as needed. In addition to frequent communication and school visits, support will be offered by providing:

- quarterly meetings with school Instructional teams offering guidance, support, and resources, and opportunity for collaboration between schools and district staff in developing meaningful family-school engagement initiatives
 - periodic meetings with principals throughout the year to communicate current expectations, review guidelines, and discuss/support relevant matters specific to schools
 - an information and resource notebook which includes timelines and items such as, current GCBOE information and requirements, checklists, samples, evidence-based professional learning articles, guidance on the implementation of effective parent and family engagement strategies, and meeting resources; additional resources will be provided throughout the year, and upon request
 - support for school staff to participate in outside sources providing professional learning related to parent engagement
 - a district-level Federal Programs Specialist who will provide guidance, researched-based professional learning, monitoring, and support for the implementation of meaningful parent engagement practices to ensure meaningful, effective ESSA compliance
 - information regarding available resources and initiatives offered by the ALSDE including: webinars, parent engagement toolkits, parent and family engagement publications, network opportunities, and checklists and templates
 - community resources to be accessed to support and share with parents, including district and community, GED information, parenting support, public library services, and others as they become available
 - an informative district website to link with school websites.
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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.

Each Title I school will begin each school year by conducting an Open House—Schools will be open one night during the week preferably before school begins, but no later than the second week of school, to allow parents to come with their child to meet with teachers and staff (bus drivers, lunchroom staff, and janitors), visit classrooms, and tour the school. Parent/Teacher conference days will be scheduled throughout the school year. Student presentation activities (science fair, art fair, PTO programs) will be held in the fall and spring. Parents will also participate in the annual Parent Involvement Survey/Evaluation of the current year program. Parent/Teacher conferences will be held on an as-needed basis concerning each individual child.

To coordinate and integrate the parent and family engagement strategies of Title I with the parent and family engagement strategies from other programs, the Greene County School District will implement learning supports so that programs, initiatives, and community can help each other achieve success. Networking is an excellent way to create the opportunity for

groups interested in developing effective parent engagement strategies to learn from each other, both within and across communities. We will provide opportunities to share strategies and successes, and to build knowledge to help improve our efforts. Parents and partnering organizations can combine the knowledge they have from multiple areas so that they can work together to create community solutions more easily and quickly. Peer networking will also increase the racial, ethnic, and cultural diversity of the sources of information and help that is available in communities. By connecting diverse groups of families, agencies, and community members, we hope to expand the perspectives and "voices" that are engaged in assisting and learning from each other. Organizations where such coordination will occur include:

- Family Resource and College and Career Readiness Center;
 - Greene County Health Department;
 - 21st Century Community Learning Centers;
 - Greene County Department of Human Resources;
 - Helping Families Initiative; and
 - Head Start.
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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)

The Greene County School District will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

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

(iii) strategies to support successful school and family interactions

Frequent and positive communication with family members is critical to effective family engagement. The following are evidence-based strategies that support successful school and family interaction in the Greene County School District:

in the Greene County School District:

- Adequate and welcoming space to engage families. Helping families feel welcome is an important first step on the road to building trusting relationships with families.
- Communicating and building trusting relationships. Frequent and positive communication with family members is critical to effective family engagement. This means treating family members with respect; asking them about their own lives and

interests, as well as those of the students in the program; and ensuring that interactions with family members are not solely in response to negative student behaviors or performance. We will use a communications log to monitor the frequency and nature of communications with family members.

- Connecting families to each other, to the program staff, to schools, and to other community institutions. After school and summer programs will play a vital role in facilitating connections, both within the program to other families and outside the program to schools and other community institutions. This role is emerging as particularly important for 21st Century Community Learning Centers, which have the opportunity to support a more holistic approach to education—one that requires afterschool programs, schools, and families to partner to provide expanded opportunities for learning throughout a longer learning day and across the entire calendar year.
 - Helping support families and their basic needs. Support for families and their basic needs runs the gamut from providing access to community resources to hosting forums and discussion nights to address topics of concern to families to providing training on leadership and advocacy. At minimum, afterschool programs will help families overcome logistical challenges, such as transportation, that may affect their children’s participation.
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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.

The Greene County School District will convene a meeting of district administrators, teacher leaders and parent representatives identify weaknesses based on the needs assessments; surveys and attendance, discipline and assessment data. This will assist in designing evidence-based strategies for more effective parental engagement. This also helps to determine whether the Parent and Family Engagement Policies should be revisited and revised.

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.

The Federal Programs Advisory Committee will be representative of parents, teachers, and administrators from each school as well as district administrators who all collaborate to develop, revise, and review the parent engagement policy for the LEA Consolidated Plan. The Greene County School District will ensure that various subgroups of parents are represented

when the advisory meets. This includes EL, homeless, Special Education parents, and parents of different socio-economic, racial and ethnic backgrounds. District schools hold Title I parent meetings annually to disseminate Title I information and to address Title I issues. All parents are welcome to become involved in the Title I business and all parents will be updated on the parent engagement policy and revisions.

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.

Parents will be advised in changes in local academic assessments. This year we will use Scantron. DIBELS Next will used as our universal screener. Spire, a dyslexia screener, will be used as well.

The Greene County School District builds the school(s) capacity for strong parent and family engagement by:

- Providing assistance to participating parents in such areas as understanding the state and local content standards and individual student achievement regarding these standards.
 - Providing resources for parents to learn about child development, child rearing issues, and student achievement that are designed to help parents become full partners in the education of their child.
 - Involving parents in the development, implementation, and participation in professional development activities to improve the effectiveness of instruction and services to participating children. Assistance for parents and families and provided through conferences, curriculum nights, annual Title I meeting, parent meetings, lunch-and-learn opportunities, and evening training sessions.
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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.

All Title I schools are expected to provide parents with various resources such as books, training opportunities involving literacy training, technology workshops, community sessions to build parent capacity to support their children. The Parental Engagement Facilitator will maintain close contact with all schools and parents and will provide necessary support to the parents based on their needs and feedback which will help them learn how to support their children.

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.

The Greene County Schools' district and school leaders will work to educate teachers, paraprofessionals, administrators, and parents about effective communication, relationship building, and partnering with each other for student success. District Staff will facilitate the effort to help in the understanding of the importance of parent and family engagement and capacity building in the schools through district training sessions, grade-level meetings, faculty meetings, and professional development workshops. All district and school staff members are expected to continue their work with parents in meeting their child's needs to ensure academic achievement.

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.

The Greene County School District is small therefore we have only one Pre-K Program. The students and parents in this program participate in all programs and activities that other students participate in. The district and school efforts to integrate parent engagement activities through the Parent Resource Center as well as at schools.

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.

The Greene County School District will use documents provided through TransAct to communicate with parents in a language in which they can understand. We will also employ a human and/or electronic translator as needed.

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

The Greene County School District believes that all parents should have a voice therefore parents are given several ways in which to communicate concerns (email, phone calls, etc.). The district and schools have an open-door policy as it pertains to student success.

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.

The Greene County School District will use parent feedback from roundtable discussions and parent surveys to assist in identifying needed trainings for teachers, principals, and other

educators. We will use this data to also identify how parents and school personnel can meaningfully and effectively collaborate to impact student academic success.

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.

The Greene County School District may provide necessary literacy training for parents from Title I, Part A funds, if the district has exhausted all other reasonably available sources of funding for that training. This will occur if it is needed. Training will most surely be provided if needed.

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.

The Greene County School District will use Title V-B funds to supplement the parental involvement activities outlined in Title I school-wide.

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

The School District will develop a district-wide approach for parent involvement and the training of parents to enhance the involvement of other parents. The strategies, described below, will foster this. The rationale is that, the more we engage parents productively, the more a larger number of parents will become involved.

The district may:

- Set a goal of having a parent committee in every school.
- Develop methods to clearly communicate with parents, including: simplified report cards, regular updates on students' grades, quick return of state test results, and setting up email and voicemail systems for every teacher.
- Establish the idea of School and Community Relations to attend parent and community meetings, liaison with Home and School Council, and hold quarterly meetings, when feasible, with parent leaders;
- Establish a Parent Support Hotline and/or Parent Support Center to assist individual parents with a variety of concerns;
- Sponsor citywide training events including parent leadership institutes.
- Communicate to principals the importance of engaging parents in meaningful ways
- Hold programs to teach parenting skills and how parents can support curriculum at home
- Survey parents to monitor parent satisfaction
- Hold citywide meetings for parents from all schools to network and learn about the schools' programs
- Hold monthly "parents as partners" meetings to provide parents with information about curriculum and other initiatives

- Send a newsletter to parents with contact information, parent concern form, and "talk back" section for parent feedback
- Hold regular meetings with parents about issues including curricular design and student behavior
- Encourage parents to reach out to other parents
- Create a parent advisory board with quarterly meetings that focus on needs identified by parents
- Survey principals to assess status of parental engagement at each school
- Create an advisory council that will include parents, community leaders, and school staff
- Work with principals to hold all-family meetings to listen to parents and define plans based on their feedback
- Employ a "parent liaison" to advocate for and support parents
- Facilitate workshops to inform parents about curriculum
- Include contact information for schools and the company on publications sent to parents, encouraging communication
- Mobilize Home and School Associations and local school councils
- Communicate importance of parent engagement to principals

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.

Each teacher in the Greene County School District will be available during planning time to meet with parents upon prior request. At times during the school year, school administrators will also make teachers available on parent/conference nights and nights where Title I school related events take place. The schools will also survey parents to determine the best time to hold meetings. Schools will also schedule meetings at different times during the day in order to accommodate all parents.

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

District staff will research evidence-based model approaches to improving parental involvement. Based on the research, the LEA, working with local schools, will develop a comprehensive model to parental involvement.

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

The LEA will have a minimum of two parent members on the district-wide advisory council for each Title I school. This Advisory Council will also include administrators, the At-Risk

Coordinator and the Parent Involvement Facilitator. The Advisory will meet once per semester to discuss matters relating to parental engagement and student success.

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

The Greene County School System understands that it is crucial that all stakeholders are involved in parent engagement activities. The LEA will work with local community-based organizations and businesses to develop partnerships to assist all Title I schools. The Greene County School District has partnerships with the Children's Policy Council, The University of West Alabama, Shelton State Community College, The University of Alabama, churches and businesses. The recruitment of partnerships is ongoing.

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.

The Greene County School System understands the importance of data-driven decision-making. The district will analyze surveys and other needs assessments then revise the parent and family engagement policies as necessary.

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 and sign-in sheets.

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

12/2/19

PLAN APPROVED BY (Person or Entity)

CJ

DATE OF APPROVAL

Pending

SOURCE: Greene County Board of Education, Eutaw, Alabama

Approved by: Dr. Corey Jones
Superintendent

ADOPTED: Pending
Date

DRAFT