

## LEA Consolidated Plan

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

**A local educational agency may receive a sub grant 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. ACIP Hunter Rutherford**

"Recognizing that children are our most important natural resource, Lee County Schools will strive to maintain a climate that promotes and nurtures educational excellence and creativity by inspiring high poverty, low-achieving students to meet challenging academic achievement standards."

The Lee County Schools LEA Consolidated Plan is developed in consultation with teachers, principals, administrators, other appropriate personnel and with parents of children in schools served under this part. Information is collected from each school's Alabama *Continuous Improvement Plan* (ACIP) program, annual parent, teacher and program surveys, Advanced ED Committee reviews, school advisory councils, input from the central office, and information from the system-wide Federal Programs Advisory Council. The LEA Consolidated Plan will be reviewed and revised, as appropriate, on an annual basis by the system-wide Federal Programs Advisory Council. The plan, with all revisions will be authorized by the superintendent and approved

by the Lee County Board of Education. The system has established system-wide goals to ensure accountability by each department in support of student learning.

Each department supports student learning and has identified specific goals, actions steps to reach the goals, and evaluation measures.

**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. ACIP Hunter Rutherford**

**Lee County participates in all state assessments-**

Grades K-3 are assessed in DIBELS three times a year and are progress monitored according to the student's needs. Results from DIBELS are used to group students based on identified instructional needs. Parents are informed of the progress of their children based on DIBELS results through conferences with classroom teachers and the principal, and the school's *Alabama Continuous Improvement Plan (ACIP)* program.

Students in grades K-12 are given Scantron Achievement Series /Global Scholar tests to assess student's progress in reading and math. The performance expectations are also monitored through performance-based assessments, and Benchmark assessments.

Data is disaggregated to enable teachers and school leaders to identify which students need specific help to either meet or exceed standards. Many strategies are utilized to ensure that the needs of the disadvantaged and failing students are identified and met. · Summer school sessions will be considered for students in grades 3-6 and 7-12 who have failed one or more portions of the state mandated tests. Funds from Title I are allocated to support the after school and summer school programs. · The system provides 2 full time EL teachers. The system currently has in place the Response to Intervention model where all students in Grades K-3 are administered a benchmark screener three times per year to identify any student who would be at risk in the areas of Reading Based on the results of the screener, students who are performing at or below the 10th percentile are provided additional interventions based on their specific Tier placement. These students, to include limited English Learners, are progress monitored to determine if students are being successful. The RTI teams meet to problem solve and to make instructional decisions regarding students' academic achievement toward the standards. In Grades 6-12, other measures are utilized to identify students performing at or below benchmarks and interventions are provided to these students also. In addition, we also provide after school tutoring for our EL students and this year we provided a summer STEM Academy specifically for EL students.

All kindergarten students will be assessed to identify all students who are at-risk in the early reading skills of: phonemic awareness, alphabetic principles, accuracy and fluency with connected text, vocabulary, and comprehension. These identified students will be supported with interventions to address these areas. Needs of subgroups, grade levels, and schools are then addressed by the teaching staff.

School Safety, Student academic assessment data, school attendance, and disciplinary information on student and staff infractions, and safety issues will be analyzed each year to determine how to address student needs with regard to safety, drug awareness, and bullying awareness.

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

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

The system, schools and teachers annually analyze national, state, and system level assessment results to identify instructional strengths and challenges and to modify or revise for program effectiveness. The system also evaluates the results of the system-wide goals, and each school evaluates the goals identified in its School Improvement Plan. At the end of each nine week grading period, each student is reviewed for basic, proficient or advanced level of achievement status. An intervention plan for all students below grade level is required, implemented and monitored for the next nine week grading period. Students must receive a minimum of ninety minutes of reading instruction. Below level students must receive an additional thirty minutes of intervention strategies (TIER II) in the general education classroom. Students may receive additional intervention (TIER III) through additional evidenced-based intervention programs. Lee County has a credit recovery plan in place for students in grades 9-12. Summer school is offered. All standards and policies meet with state guidelines for credit recovery.

### **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. ACIP Hunter Rutherford**

Lee County Schools will coordinate programs for low-achieving students to meet challenging academic achievement standards with programs under Title II to provide professional development for teachers, principals and others through the ACIP program at each school. Annual survey, program evaluations, system report cards, state assessment information, personnel evaluations, and the Superintendent's advisory groups assist in the identification of areas of focus that can be addressed by specific professional development activities. The school's needs through the Continuous Improvement ACIP program drive professional development needs at the school and system level. Title II allocations are provided as either a district initiative or to each Title I school for research-based, on-going professional development in-service programs as determined by recommendations from the surveys and Federal Programs Advisory Council. Mentor classroom teachers located at each school also bridge the gap between student standards and professional development for teachers, school staff and central office personnel.

**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**

A special emphasis will be placed on recruiting and retaining highly qualified teachers. Lee County administrators will strive to only hire teachers who are already Highly Qualified in the areas to which they will be assigned. The district administrators and school principals will attend job fairs and utilize on-line recruitment tools to find certified teachers. The district and school administrators will create partnerships with regional university representatives to recruit graduating seniors as well as graduate students that are enrolled in the School of Education's master's programs who have teaching experience and are certified. District and school administrators will consider the pool of student teacher interns as potential candidates for employment. Lee County will continue efforts to retain highly qualified staff through mentoring, monitoring, and improvement of teacher working conditions and school climate. Lee County will continue to implement the Beginning Teacher Assistance Program to enhance the success and retention of early career teachers by aiding the transition into teaching, to improve training of new teachers and to provide intensive individualized support and assistance to every beginning teacher. Lee County provides mentor training to experienced teachers to assist them in mentoring. Lee County utilizes retention strategies such as peer coaching, leadership opportunities, mentoring, peer tutoring by Certified Teachers and the opportunity to lead targeted professional development, especially content area professional development. Lee County will continue to participate in programs that support the development of, experienced teachers such as ARI and AMSTI. Lee County will continue to create partnerships with institutions of higher education to improve teacher content knowledge. Titles II-A funds, as well as district funds, are used to support recruitment efforts. The recent addition of an online employment link on the Lee County webpage, under the Human Resources' employment link, allows us to recruit internationally. The online application process has streamlined our recruitment efforts. This system tracks certified teachers which allow school administrators the opportunity to scan for teachers to meet their school's needs in terms of certified, experience, and equity

**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**

Does not apply

**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).)

Lee County Schools has: 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 is serving schools, 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).)

Lee County Schools serves Loachapoka High School and Loachapoka Elementary school that are both above 75 percent as well as a grade span of K-6 schools which include. Beauregard elementary, Beulah Elementary, East Smiths Station, Sanford Middle School, South Smiths Station, Wacoochee Elementary, and West Smiths Station. Each of these schools are above 50 percent low income families.

#### **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**

Lee County Schools participates in school-wide funding.

#### **9. Sec. 1112(b)(6)**

**Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).**

The Lee County School System has a policy regarding school admissions as it relates to homeless students and students who are placed in foster care to insure that there is no delay in enrolling a homeless or foster care student. Since there is a need to be sensitive towards recognizing the difficulties of Lee County School's social worker visits each school to inform administrators, registrars, and guidance counselors of the definitions of homeless children and youth. Lee County system level personnel work with the school counselors in the registration process to identify homeless children. In addition, teachers and staff are trained annually to identify possible homeless students and the reporting process within the school district. The LEA coordinates with the student services coordinator, the school social worker, family and children services and other agencies to identify homeless children. The Title I department works with the coordinator for the homeless to assess related needs of the homeless children and youths and to plan strategies to meet those needs. Case study information is used to identify related needs such as a need for personal school supplies or clothing. To identify educational needs of the homeless children Lee County Schools uses diagnostic assessments such as DIBELS, DRA, benchmark assessments (OAS), and possibly, the WAPT. State mandated assessments might also be utilized. The educational needs of the children are provided through local, state and federal funding in the buildings where the children are housed. The Lee County School System includes the parent in this process, as the parent is vital to the success of a student and can provide essential feedback concerning needs that may or homeless children, on-going training will be held for clerical registrars, county/school administrators, and school faculties to ensure that they know how to identify students who may be homeless. Topics covered will be identification, communication, registration and enrollment, documentation and providing support and assistance.

**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**

The Lee County School System coordinates with local agencies, for example, Head Start, AIDB, and Early Intervention to Preschool services to insure a smooth transition for disabled three and four year olds from the referral, to placement in the local school system programs. For children with disabilities, services include participation with nondisabled peers as typical peer models. Lee County Schools also provides special education and related services to students with disabilities in private daycare and preschool programs. These services are initiated, coordinated, and supported through the IEP team in order to meet the unique individual needs of each child with a disability.

**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.**

Target assistance does not apply

**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.**

Lee County Schools (LCS) has a comprehensive guidance plan. Each student is allowed the opportunity to pursue career interest inventories and these are used to develop a four-year plan. This plan is a working document that is used to guide students and families through annual course selection. Student interest, performance, and ability are used as factors to determine an academic pathway for each student. LCS offers students in all schools the opportunity to become college and/or career ready upon completion of high school.

**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 secondary schools in Lee County are served by a career coach in addition to the school guidance counselors. Students are awarded the opportunity to participate in AP courses at all high schools, as well as dual enrollment opportunities with two junior colleges in our geographic area. As a part of the career technical education programs, students have the opportunity to earn a career readiness credential that is recognized by the respective fields of work.

**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)**

Each school is required to develop and implement a Positive Behavior Support. Rewarded for positive behavior will be the primary method of rewarding individual students for positive behavior choices. When students demonstrate behaviors that are expected, they receive a reward. Teachers are expected to reinforce positive behavior as a reward.

General Education teachers implement ILAPs; Comprehensible instruction reduces disciplinary infractions in the classroom.

-The United Way provides economically disadvantaged students with backpacks and supplies upon completion of a form.

-Bilingual parent liaison provides translation for students, teachers, and parents within 24-hours of a request. Clear, timely, culturally-relevant communication de-escalates potential discipline issues.

-ELs are offered the opportunity to converse with counselors in their native language. Counselors work with community partners (AU Glanton House, mental health) and refer ELs out to bilingual therapists when needed.

-Economically disadvantaged students in the Loachapoka attendance zone have access to donated clothing, donated furniture from AU College of Ed-Empower, and food supplementation from the East Alabama Food Bank via the Junior League, and emergency food relief via the parent liaison.

-LES partners with the AU Student Association for Mentoring to offer weekly mentoring for students who've been identified as at-risk for behavior infractions.

-The IEP team determines appropriate discipline and behavioral interventions in order to meet the unique individual needs of each student, in the least restrictive environment, in order to receive a free appropriate public education. The IEP team utilizes functional behavior assessments, behavior intervention plans, the use of manifestation determinations, and related services (Board Certified Behavior Analysts, etc.) to ensure students have access to, participate in, and benefit from educational services.

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

**Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.**

Career technical course offerings are examined annually by the CTE Advisory Council. Our programs are designed to reflect the needs of the east Alabama workforce development demands. High or higher demand occupations have been coordinated into our program offerings. We have within the past five years both closed or transitioned some programs to offer more high demand areas, while also continually supporting others that have remained consistent in our geographic area.

**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.**

All secondary schools in Lee County are served by a career coach in addition to the school guidance counselors. Students are awarded the opportunity to participate in AP courses at all high schools, as well as dual enrollment opportunities with two junior colleges in our geographic area. As a part of the career technical education programs, students have the opportunity to earn a career readiness credential that is recognized by the respective fields of work.

**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.**

State and local funds are used to provide services to students identified as Gifted according to the Alabama Administrative Code requirements. All 2nd grade students are screened for eligibility in the gifted programs. Any student K-12 may be referred for a Gifted program evaluation by school personnel, parents, or the student. Services include consultative for grades K-2; pull-out resource for grades 3-6; consultative, electives, enrichment, advanced core classes and differentiation for grades 7-8; and consultation services, advanced courses and electives for grades 9-12; The gifted program also utilizes acceleration and virtual school programs.



**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.**

Lee County Schools will allocate funds to enhance library program with books, materials, and technology. Each media specialist will provide open flex times in order for students to use the technology before and after school.

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

The Lee County School District will take the following actions to involve parents in the joint development of its district wide parental engagement plan:

- Host a parent feedback meeting annually for all parents to participate in the analysis of the Parent and Family Engagement Policy and to discuss the plan’s effectiveness in meeting the needs of the students and requirements of the Title I Program.
- Distribute parent feedback forms to all parents of students enrolled in Title I schools to involve parents in the development of this policy, the district plan, and use of parent involvement funds.
- Provide parents access to the information in the district’s Parent and Family Engagement Plan through the district website and engage in open communication about the plan during parent meetings, such as the following:
  - Annual Title I Public Meeting
  - School Advisory Council Meetings
  - Open House
  - Parent Workshops
  - Parent Conferences/Student Led Conferences
- Provide parent access to each school’s Title I plan, budget, compact, parent and family engagement policy/plan, and brochure via each school’s website. A stakeholder feedback form will also be provided to facilitate parent involvement in the development of these documents and in the expenditure of funds.
- Hold an annual meeting for parents of students in the Title I program to discuss the review and implementation of the Title I plan and how Title I funds for parent involvement activities will be used. This meeting will be held at different times of the school day. 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.

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

- A. 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.**

Each Title I school will host an Annual Title I Parent Meeting. A committee will be formed which will have representation from consisting of two parents, two teacher, and the principal. These meetings will be planned using a flexible schedule (day and evening) and held bi-annual to discuss plans and evaluation of progress for the year.

- Family Engagement Activities planned by Action Team for Partnerships (ATP), especially academically related ones (i.e. Family Reading/ Math/ Science/Technology Activities), utilizing community members/businesses, as appropriate.
- Alabama Continuous Improvement Plan (ACIP) program with instructions and requirements for planning and implementing effective parental involvement activities
- Provide Title I, Part A schools with a copy of book entitled: **Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs**
- Designate and Support a Parental Involvement designee at Title I, Part A Schools
- Provide resources for parent use: books, videos, games, materials for Make-and-Take, etc.
- Support the development of Parent Resource Centers at Title I, Part A schools made available during the school day, through the extended day program and summer programs
- School/Parent Compacts

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

- B. 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.**

- Participation on the Alabama Continuous Improvement Plan Committee that includes an opportunity to participate in monitoring a Continuous Improvement Program a minimum of three times a year.
- Every parent in a Title I, Part A school will have the opportunity to complete an **Evaluation for Schools** checklist, based on the National PTA Standards for Parent/Family Involvement Quality Indicators, on an annual basis.
- Every parent in a Title I, Part A school will have an opportunity to complete a **Parent Survey** on an annual basis.

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

- C. 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)**

Lee County Schools will take the following actions to conduct, with the engagement of parents/families, an annual evaluation of the content and effectiveness of this Parent/Family Engagement Plan in improving the quality of its Title I, Part A schools. The school district will use the findings of the evaluation about its Parent/Family Engagement Plan and activities to design strategies to improve effective Parent/Family Engagement, to remove barriers to parent/family participation, and to revise, if necessary (and with the involvement of parents/families) its Parent/Family Engagement Plan. The review will be conducted through evaluation forms provided at parent/family meetings, as well as our district family meeting in the fall. Comments by all stakeholders will be used to revise the plan each year. In addition to these evaluation surveys, each school will also use their meetings to discuss parent/family needs in order to design strategies and activities for more effective parent/family engagement. Each school will also do an annual End Year Evaluation Survey to gauge the effectiveness of their program as well as reflect on the quality of their family involvement activities for the school year.

Each Title I school will begin each school year by participating in an Open House—Schools will be open one night during the week before school begins to allow parents to come with their child to meet with teachers and staff (bus drivers, lunchroom ladies, maids, and janitors), visit classrooms, and tour the school. Student led conferences Parent/Teacher conference days will be scheduled throughout the school year. Student presentation activities (science fair, art fair, PTO programs) will 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 concerning each individual child.

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

The Lee County Schools will, build the schools' and parent/families' capacity for strong parent/family engagement in order to ensure effective engagement of parents/families to support a partnership. Building these relationships will improve student academic achievement by providing information for the following topics in an understanding format, to the extent practicable, and in a language that parents/families can understand:

- District Parent/Family Engagement Plan
- Title I Parent Orientation Meetings at each school including the requirements of Part A
- School-Parent-Student Compacts (Section 1116(a), (b), ESSA)
- Parent/Family Volunteer Programs
- Pupil Progression
- Parent Resource Center (PRC)
- Student Handbooks including Parents' Right to Know with the following information:
  - a. how parents/families can request information regarding the professional qualifications of their child's classroom teachers or paraprofessionals
  - b. how parents/families will be provided information related to their child's academic achievement if the student has been assigned a teacher who does not meet applicable State certification or licensure requirements for more than 4 weeks
- Level of achievement in each academic assessment required by state and federal laws
- Easy-to-understand annual LEA Report Card

- State or local policies on student participation in statewide assessments, including their rights to opt-out

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

Lee County Schools will also provide a district website that will contain resources and materials to help parents/families work with their children at home. Copies of needed materials will be made available at all Title I schools for those families who may have limited internet access.

Each school counselor will assist parents/families with understanding of the parenting center as well as linking all children in a family together for ease of access.

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

- D. 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.**

Lee County School District will, with the assistance of its schools and parents, educate all stakeholders, in:

1. how to reach out to, communicate with, and work with parents as equal partners;
2. the value and utility of contributions of parents and families;
3. how to implement and coordinate parent and family programs;
4. how to build ties between parents/families and schools.

This will be done through the following:

- Providing training for school employees through annual training letter
- Engaging parents in quarterly Action Team for Partnerships (ATP) meetings
- Making the Family Resource Center available to all parents (Business Hours-8 A.M. – 4 P. M.)
- Working with schools during Meet and Greets, Open House, or Parent Orientations

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

- E. 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.**

Lee County Schools will have a district Action Team for Partnerships (ATP) that consists of the District Family Engagement (FE) Coordinator (Social Worker), Assistant Superintendent /Title I Director,, and two parents from each of the schools (Title I and Non-Title I). During the annual District ATP meeting held in early fall, the district will develop or revise the District Parent/Family Engagement Plan utilizing suggestions and ideas to improve from all stakeholders. Letters will be sent to all participants informing them about the meeting date, place, and time. An announcement will be also posted on the Lee County webpage. All feedback from stakeholders will be included in the plan for this year. The district plan will be posted on the District website and in each school's handbook as well as being made available at the Title I Parent Resource Center.

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:

- F. 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.**

Lee County Schools will provide opportunities for parents/families to become involved in the decision-making at the school level on how the parent/family engagement programs will be designed, implemented, assessed, and strengthened through meaningful consultation. Action Teams for Partnerships (ATPs) will continue at each school and include administrators, teachers, paraprofessionals, parents/family members, and students. These school support teams will assist schools in increasing student learning by composing a parent/family engagement plan geared to the students' needs.

- G. 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.**

Lee County will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Parent/Family Engagement activities that are an intentional connection to learning in order to improve student academic achievement and school performance:

- Parent Meetings to assist parents/families in understanding State academic content standards, accountability system, academic assessments, and monitoring their children's progress
- School Counselors -responsible for Family Resource Center and Take Home activities
- Literacy Intervention Strategies
- Family Reading/Math/Science/Technology Activities , Student Led Conferences Its Learning
- Materials and training on strategies from Reading First
- Materials and training on strategies to improve areas of DIBELS, ACT with Writing, Scantron Performance Series.
- Materials and training on the Lee County Schools system-wide webpage and STI/Home
- Materials and training on general strategies to help improve achievement
- Materials and training on general ways parents can be more involved in their child's school experiences

**H. 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.**

- Providing training for school employees through annual training letter
- Engaging parents in quarterly Action Team for Partnerships (ATP) meetings
- Making the Family Resource Center available to all parents (Business Hours-8 A.M. – 4 P. M.)  
Working with schools during Meet and Greet, Open House, or Parent Orientation

**I. 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.**

Alabama First Class Pre-K Grant which was awarded to LCS to fund seven Pre-K classes at LES. Five of LCS schools host First Class Pre-K grants and each of these schools are Title I schools. Additionally, Parents will also receive education on the INOW Home Portal, College and Career Ready Standards (CCRS), Financial Aid, College Choice information and Tech Support.

- Providing two in-service programs to parents a year on how to work with their preschooler (ages 3 & 4) at home and prepare for a successful transition to school
- Opening the school Library/Media services to parents of preschool children
- Conducting a transition visit to the school in the spring of each year
- Assist parents in preparation for kindergarten enrollment in the spring of each year by inviting parents to view kindergarten during kindergarten registration as well as hosting a “ Pre-Kindergarten Week Long Preview during the summer  
Math and reading night where school personnel train parents in reading and math

**J. 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.**

Parental involvement is facilitated through the use of translators/interpreters at school events and for written communication between school and home, and the use of the TransACT program for various written notifications. Schools also refer parents/families to various programs available in the local communities. Below is a non-exhaustive list of community resources:

- Southern Union Community College
  - o ESL classes
  - o Adult education classes
- Auburn Public Library
- Auburn University – Foreign Language Dept.
- All information will be translated in native language for any parent whose child qualifies under our system’s ESL/ELL program (optional for parents of students who list a language other than English as the primary

language spoken in the home but have children who do not qualify for ESL/ELL services)

- Lee County Schools system wide and school webpage designs

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

Lee County Schools Title I will also provide a district Title I webpage linked to the LCS District Website that will contain resources and materials to help parents/families work with their children at home. Copies of needed materials will be made available at all Title I schools for those families who may have limited internet access. Lee County also uses Trans ACT to help translate in the family's home language.

**L. 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.**

- Provide annual training to teachers, pupil services personnel, principals and other staff
- Provide materials on developing programs and overcoming barriers to developing stronger parental involvement programs

**M. 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.**

Lee County schools will reach out to the public libraries in both Auburn and Opelika as well as the Lee County Literacy Coalition in order to provide resources to families who need literacy training. Surveys will demonstrate this need.

**N. 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. Hunter and Ivey**

The district will provide clear guidance and communication to assist each Title I school in developing an adequate parent/family engagement budget that addresses their needs assessment and ATP recommendations. Funds are used to support programs that reach parents and family members at home, in the community, and at school. These funds will assist with necessary expenses associated with parental involvement activities that include transportation and child care cost.

Each Title I school will hold annual meetings where parents/families are invited to provide suggestions on how parent/family engagement funds will be used in the upcoming year. Minutes from these meetings will document areas of need and consideration to the Family Engagement budget



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

LCBO will develop and utilize an Action Team for Partnerships (ATP) that function as District Title I Parent Leadership Team. The purpose of the team is for parents from each school to come together quarterly throughout the school year to collaborate and provide support and ideas for one another in taking a leadership role at their school. The motto is “Linking Home and School for Student Achievement.” The mission of the team is to create opportunities to work with parents and school staffs in removing barriers, in effort to strengthen family-school partnership, to impact student academic success. The role of district Title I staff is to provide opportunities for quarterly meetings, provide current research, resources, and guest speakers in support of family-school engagement, and receive recommendations and advice from the group to understand what the district can provide to help schools nurture family-school engagement. Team members will actively participate by taking action at their school through sharing information with schools, reaching out to encourage and include parents in school-based opportunities that are offered, and working with Title I school contacts and principals as key planners and decision makers in increasing parent and school staff capacity.

**P. 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. Hunter and Ivey**

Lee County Schools will arrange school meeting at various times to accommodate all parents. When need the social; worker and teacher may conduct home visits. Lee County Schools will use necessary available technology to assist as needed. Parent meetings will be offered at various times throughout the day to accommodate varying schedules of parents. Meetings will be held during school and after school. If needed, in-home conferences will be scheduled, but teachers must be accompanied by administrators. Furthermore, lack of transportation oftentimes keeps parents from attending school activities. Holding a parent meeting/school event within the community allows parents to be closer to the event, minimizing transportation issues. Also, parents who are uncomfortable attending school functions held at school facilities may feel more comfortable attending a school function held at a familiar location within their own community. Therefore, all schools are required to hold a minimum of one parent meeting/ school event at a community location, outside of regular school hours. Meetings can be held at a church, a park, a community center, a local business, or anywhere familiar within the specific community.

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

I  
All approaches to improving parental involvement will be adopted and implemented by soliciting parent input and by utilizing evidence-based approaches to effective parent and family engagement. LCBOE will utilize the National Standards for Family-School Partnerships and Joyce L. Epstein’s Framework of Six Types of (Parent) Involvement as the framework to guide our parent and family engagement activities. The following best practices will serve as the framework for the program design:

- Create a welcoming school climate.
- Provide families information related to child development and creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication
- Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community.
- Engage families in school planning, leadership and meaningful volunteer opportunities.
- Connect students and families to community resources that strengthen and support students’ learning and well-being

LEA and school staff will develop strategies for each of these categories, implement the strategies as intended, and revise the plan as needed to best meet the needs of stakeholders.

**R. 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.**

Lee County Schools will establish a Parent Advisory Committee to provide advice on all matters related to parental involvement throughout the Title I program. The committee will meet quarterly to discuss both school and district parent and family engagement activities and to discuss revisions needed to the parent and family engagement policy. Members of the Parent Advisory Committee will be comprised of parents and family members from all participating Title I schools and will adequately represent the needs of the population to be served. The district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and when applicable, parents of migratory children.

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

The LEA will have two members on the districtwide advisory council for each Title I school. The council will meet bi-annually. Lee County Schools will develop relationships with each attendance zone’s community-based organizations and businesses by providing opportunities for each to visit and volunteer with schools for activities such as: Grandparent’s Day, Spirit Day, Red Ribbon Week, Homecoming etc. Each business partner may be given the chance to donate for such events.

**Sec. 1116 (f)**

- T. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.**

Lee County Schools makes every effort to accommodate the needs of all parents. In conjunction with the LEA (school district), Lee County Schools provides opportunities for full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. The school provides basic information and school reports in a format and, to the extent practical, in a language that parents can understand. In addition, the LEA has a parent coordinator /interpreter available to assist with parental communication. Lee County Schools makes every effort to inform all parents of meetings held at the school. Information about school meetings, activities, etc. is sent to parents in a language that they can understand (e.g., paper, website, phone calls, text messages, and social media). In addition, Lee County Schools utilizes the services of the district's translator who assists with written and verbal communications. Lee County Schools holds separate meetings for Hispanic families to address their needs and to inform them of important school issues with the assistance of the interpreter. Parents of children with disabilities are provided continuous opportunities to participate in the development and monitoring of their child's IEP. Lee County Schools also provides parent training, as appropriate, to help parents address the needs of their child with a disability.

**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 \_\_\_\_\_ Parental Advisory Board**

\_\_\_\_\_. The school district will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_\_\_ September 30, 2017 \_\_\_\_\_.

**Dr. Robert B. Hunter**  
**Assistant Superintendent / Federal Programs Director**

\_\_\_\_\_  
**PLAN APPROVED BY (Person or Entity)**

**DATE OF APPROVAL**

## **PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION**

### **(1) INFORMATION FOR PARENTS-**

**(A) IN GENERAL.—**At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

**(i) Whether the student's teacher—**

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

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

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

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

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

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

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

## LEA CONSOLIDATED PLAN ASSURANCES

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

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program
- (5) collaborate with the State or local child welfare agency to—
  - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency
  - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
    - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
      - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

(II) the local educational agency agrees to pay for the cost of such transportation; or

(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))