

Calhoun County LEA Consolidated Plan 2017-2018

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

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

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

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

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

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

Student testing data is analyzed to identify performance indicators that need improvement. Home reporting of student progress is an on-going activity with progress reports, report cards, daily planners, parent conferences and the signed return of student performance activities. Other informative activities include open houses, parent training, parenting activities and PTO meetings. Schoolwide performance indicators are correlated with the State's student performance standards as determined by the SDE using DIBELS, ACT, Scantron/Global Scholar, STAR and System Developed Formative Assessments. Schools continually assess student performance through various reading and math inventories. School based teams meet monthly during the PST process to monitor student progress and determine instructional adjustments. Teachers are trained and continue to be trained on best practices. To meet the needs of students involved in career technical programs we use grants and Perkins funds to ensure that all students have the opportunity to earn industry recognized credentials. Perkins funds are specifically used to cover the cost of the Microsoft Office Specialist certifications. The EL Coordinator and EL staff meet regularly for departmental meetings to discuss program needs, student needs and progress, and review program implementation. EL staff and core teachers use data collected from student work samples and English proficiency assessment results to determine student needs and goals. District staff complete comprehensive needs assessments for EL students each year and use the results of these assessments

to determine student services and goals for the upcoming academic year. The program for ELs is designed to help students acquire proficiency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. Calhoun County Schools employs three properly certified teachers and one paraprofessional as the district's EL faculty. These teachers are assigned to specific schools within the district to focus on student-specific and community-specific trends at each of the system's schools. These teachers work with the core content area teachers to support their daily instruction in the core English program. They also work with the Federal Programs Coordinator and the district and school EL Committees to analyze ACCESS data. These Committee members work together to identify strengths, weaknesses, and trends in individual, school-wide, and district-wide ACCESS data. These analyses, in combination with WIDA ELD standards and Can Do Descriptors, help core and supplemental language teachers provide individualized support based on student, school, and district needs.

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.

The District conducts Data Meetings with all schools in the district. The data meetings focus on the district data as a whole and each individual school's data. These meetings are conducted in August/September and again in January using the Mid-Year Data. The August/September meeting uses the End of the Year Data as well as the Beginning of the Year Data. During these meetings instructional adjustments are discussed. Each school administrator then takes the information shared and plans their own school based data meetings. The LEA also visits each school multiple times during the year to check on data progress, program implementation and to provide targeted support as needed. The LEA offers support and guidance with the PST process and Dyslexia. The LEA offers guidance and support to each school as they prepare their school ACIP. During these meetings, we discuss additional information each school will need to find out for targeted students and grade levels in order for the appropriate instructional adjustments to be made. Our district takes time to plan for professional learning that is focused on increasing student engagement and student achievement, preparing students for college and/or career through real life learning experiences, and promoting positive culture and climate in our schools. Our plan is focused on teacher professional learning that will positively impact individual student learning. Technology is embedded in and connected to all of our planned professional learning. This professional learning has a variety of topics, but it is all connected to those areas. The District participates in Educator Effectiveness as our teacher observation tool. This plan was written by teachers and administrators across the district under the guidance of the SDE. In this plan teachers have multiple opportunities to visit other teachers classrooms to learn and grow based on the indicators the district Educator Effectiveness Committee wrote. The EL Coordinator and EL staff meet regularly for departmental meetings to discuss program needs, student needs and progress, and review program implementation. EL staff and core teachers use data collected from student work samples and English proficiency assessment results to determine student needs and goals. ACCESS results are analyzed annually in combination with other academic achievement measures (universal screening assessments, progress monitoring assessments, grades, etc.) to determine comprehensive needs and instructional strategies to target areas of growth. EL teachers and other representatives are sent to professional development opportunities on English language acquisition throughout the year. Calhoun County School District supports schools in this continuous improvement process by encouraging these teachers to provide turn-around professional development training for other staff members. The LEA ensures that teachers have been trained on the integration of the WIDA ELD (English Language Development) standards. Calhoun County Schools employs itinerant teachers to provide supplemental EL support through a pull-out model. The number of staff employed in the EL program will be based on the number of ELs, the level of English proficiency of the ELs, the achievement level of the students, and the grade level of the students. Supplemental EL teachers are also highly qualified and trained in language acquisition theory and instruction. The EL program provides professional development for staff across the district and for EL staff. EL staff also provide turn-around professional development training for content area teachers and administrators.

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 Federal Programs Director offers guidance and support to each Title I school as they prepare their school ACIP. The Federal Programs Director works collaboratively with each school to determine what programs or resources should be purchased in order to foster academic success for each student. The Title I Math Coach, the Title I Reading Interventionist and the School Based ARI Reading Specialist offer assistance to teachers in making instructional decisions as well as work directly with students in need of additional support. The Title II Professional Development Specialist and the Title II Technology Coach work directly with teacher in schools with engagement techniques, instructional strategies and technology integration in order for all students to be actively involved in the learning process. EL Teachers offer assistance and guidance in meeting the needs of all EL students. Supplemental assistance will also be provided through extended-day tutorial activities and extended-year instruction. We also partner with AMSTI to provide support for teachers and administrators in better analyzing ongoing data to help better support students in all phases of the learning. The district uses IDEA funds to fund additional certified teachers and paraprofessionals in order to better support students needing additional educational assistance. District EL staff complete comprehensive needs assessments for EL students each year and use the results of these assessments to determine student services and goals for the upcoming academic year.

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.

State performance data and District performance data is used to identify students who are academically at-risk. Further identification is achieved through administering reading inventories, subjective observations, classroom formative assessments, DIBELS, PNOA, Stride Academy, Global Scholar/Scantron and STAR. All Title I professional development activities are correlated to each school's needs and planned through the Federal Programs Director. The Professional Development Specialist collaborates/facilitates all activities and resources are connected to school based and district data. Appropriate staff development is selected to support those activities described by each school's Continuous Improvement Plan. The district funds a reading interventionist in each Title I school as a district set aside. These interventionists work with students not making adequate progress. They also work in helping teachers and administrators identify students not making adequate progress. The district provides Read 180 /System 44 in all Title I Schools. This program is used by the Reading Interventionist with targeted students. The Read 180/System 44 Coach provides ongoing support to the interventionists making sure students receiving instruction in Read 180/System 44 are making adequate progress. The Federal Programs Director works directly with schools as they determine what additional supplemental intervention materials that may be need in each Title I School for Reading and Math. The district also provides a Title I Math Coach that works with teachers and administrators in making instructional decisions for math. The Math Coach also provides ongoing professional development on the CCRS Math Standards, the mathematical practice standards and on-going formative teacher made math assessments based on the pacing guides. The district works with teachers across the district to create pacing guides by grade level and content area. These pacing guides are adjusted each year based on formative and summative assessment data. The district is developing some common assessments to be used across the district in order to determine adequate growth across schools. This data will help the LEA better support and target specific schools. Teachers also have multiple opportunities to observe other teachers in our Educator Effectiveness Evaluation Process. Educator Effectiveness has created more collaboration among teachers in all grade levels and across content areas. Educator Effectiveness has been successful in all our schools because is was developed by teachers for teachers. In Calhoun County Schools, content-based ESL instruction provides standards-aligned opportunities for ELs to build conceptual understanding and language competence in tandem. With this approach, content (core) teachers use instructional materials, activities, and strategies/techniques from content areas as the vehicle for simultaneously delivering language acquisition instruction. Teachers intentionally design these activities and opportunities to address all language domains of reading, writing, listening, and speaking according to each student's English proficiency level. The EL Committee believes that contest-based ESL

instruction best supports our district's ELs due to the academic and linguistic demands of content standards and the logistical layout of our EL population across district schools.

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

Qualification of prospective employees will be closely reviewed and documented to ensure that required qualifications are met. Current employees not meeting the new requirements of being properly certified will be notified that they must meet the requirements within the specified time. Services and programs will be designed and implemented to assist these persons in meeting employment requirements if they choose to do so. Collaboration of resources from Title II, Title I, and special state funds will be used to ensure that all staff are properly certified if needed. At this time all teachers and professionals in Title I schools are properly certified. We also do not have an overabundance of teachers with little to no experience at any of our Title I Schools. The Parent Right –to-know is printed in the Calhoun County Student Handbook, it is on the district website and copies are placed at each school for parents. If a teacher was not properly certified, the parents would receive a letter stating their child is not being taught by a properly certified teacher. While all career and technical teachers are properly certified, they must keep all required occupational proficiency assessments up to date, and are all in-field. The LEA values continuous professional development for all of the career and technical teachers as well as all content area teachers and administrators. To this end a considerable portion of Perkins funds are allocated to cover the professional development, technical awareness training, and career and technical association costs for our teachers. Perkins funds are also used to join the National Alliance for Partnerships in Equity (NAPE) in order to gain access to their valuable professional development tools regarding equitable practices.

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

At this time we do not have any schools identified as needing comprehensive or targeted support. If this becomes a need in the future, we will look to the state for guidance and direction. We do have a school that is considered a focus school. Saks Middle School was identified as a focus school based on the achievement gaps between regular education students and special education students. The district has allocated more time and support for SMS in building plans, conducting walk throughs and data analysis. The school receives more focused targeted assistance from the Federal Programs Director, the Special Education Director and the Title I Math Coach. In addition to this targeted support, the Special Education Director applied for a grant from the SDE to offer even more support to SMS. This grant has provided training on co-teaching and co-planning. Teachers receive support from a coach funding through this grant. This coach has received in depth training for supporting teachers in implementing co-teaching, co-planning and Foundations. This coach provides daily on-site support to SMS and works directly with the building level administrators in data analysis and instructional strategies. There is academic data and discipline data showing student improvement at SMS as a result of this additional grant from the SDE.

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).*)

The Attendance Report and the Child Nutrition Program report on the 20th day following Labor Day are used to select the attendance areas under Section 1113. Only those schools with a 35% level of poverty or higher are considered as eligible for services. We are currently serving all elementary schools utilizing grade span grouping. We have two schools being served outside the grade span based on their free and reduced percentages being at or above 75%. Wellborn High School has been served the last four years. This upcoming year their percentage fell just below 75% at 74.23%. We will continue to serve them using the free and reduced percentages of their feeder pattern Wellborn Elementary for this school year.

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency’s schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

All elementary schools in Calhoun County are School-wide Title I schools utilizing grade span grouping. All elementary students will receive Title I services. We are currently serving two schools outside of the grade span with Title I Support. Calhoun County has a district-wide initiative that places one Reading Interventionist in each Title I school. Title I Facilitators are paid from local Title I allocations. We take each student on a case by case basis when dealing with students living in local institutions or for neglected and delinquent children. We currently are following the state transition plan for guidance as we evaluate each child in order to make sure the proper support is made available. LEA Staff work collaboratively to make sure any student receives the educational support needed in order to ensure there are no interruptions in the learning process.

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.).

Students who are deemed homeless shall be enrolled in accordance with the provisions of the McKinney - Vento Homeless Assistance Act. Enrollment of a student shall not be denied or delayed due to any reason related to homelessness. Homeless children will attend Title I schools within the attendance area. Children attending these schools will receive the services available to students of those schools including extended-day instruction.

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

At this time there are no preschool programs such as Head Start or Even Start in our school attendance zones. Weaver Elementary and Alexandria Elementary have a preschool program for developmentally delayed children and typically developing children. The programs at Weaver Elementary and Alexandria Elementary are not funded by Title I funds. We have eight state funded preschool programs across the district at Ohatchee Elementary (1), Pleasant Valley Elementary (1), White Plains Elementary (1), Wellborn Elementary (2), Alexandria Elementary (1) and Saks Elementary (2). These eight units are funded through a state grant. At this time, there is only one school using their PPA allocation for Pre-K. This school has a poverty level of 82.45 percent. This high ranking impacts the amount of tuition at this school. However, all our Pre-K units do receive the incidental benefit of being housed in a Title I school.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

All of our Title I schools are School-wide. All students are served.

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.

During the school year the Parent, Family and Community Engagement Specialist will conduct workshops for parents in assisting their student in transitioning to the next level. Assistance is given to students to assist them with their FASFA applications for postsecondary education. The school system will assist in coordinating with local partners in hosting community job fairs. The LEA has two career coaches on staff that assist with interest inventories, career planning including 4-year plans, FASFA applications, and other transition services. The LEA also funds a career technical center that helps to broaden the horizon as students transition out of high school. The LEA has articulation agreements in place with Gadsden State Community College and other technical centers to provide transition to students entering technical school. High School Counselors offer college nights for students and parents to attend at the school. This gives students and parents an opportunity to talk with colleges, universities and technical centers to see what they might be interested in pursuing after high school. High Schools Counselors also assist students interested in attending post secondary school in finding, locating and applying for financial assistance.

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.

Students will be offered the opportunity to participate in dual enrollment including scholarship opportunities through the state workforce development act. Students will be given opportunities to participate in career counseling at their local school with counselors and career coaches. Several of our schools have participating in the A+ College Ready training. This provides additional training for teachers so that schools can offer AP classes to students at no cost.

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)

During our district data sessions, we not only look at academic data, we also look at attendance data and discipline data. We have created Chalkable reports the LEA and schools have access to in order to monitor for disproportionality in discipline data. This report allows us to break the discipline data down by ethnicity, gender, children with disabilities, other exceptionalities and English Learners. The LEA provides guidance and support with the PST process in determining academic and behavioral support. The LEA has implemented a Positive Behavior Intervention Support Program in all schools in order to establish proper routines and procedures in all classes across the district. We are currently using CHAMPS as our PBIS. The district meets with all administrators and determines next steps based on the discipline data. Assistant Principals and Title I Facilitators meet quarterly with LEA staff to share discipline strategies, discuss the CHAMPS implementation at their school and determine how the district can further support decreases in discipline across schools. The district offered a book study on Understanding the Framework of Poverty so teachers and administrators would better understand the academic barriers and discipline barriers from poverty. This book study will be offered again this upcoming year. The last three years the district wrote a goal in the district ACIP to decrease discipline.

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 LEA offers several career and technical courses that are offered to students that also can be considered a core academic class due to the nature of course of study and the rigor of the course. The LEA also weights specific career technical classes that are of significant difficulty to be put on par with other core academic weighted courses. The LEA through Perkins funding provides multiple opportunities for its career and technical teachers to participate in professional development that continuously grows and improves their ability to properly integrate literacy and numeracy into their lesson plans. Perkins funds will be used to upgrade and replace a greenhouse at one of our high schools in order to create an environment conducive to incorporating real life learning activities within our agriscience programs.

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.

For students that are able to be placed in either internships or paid jobs, the LEA employs a full-time work based learning coordinator to ensure these students gain the appropriate work skills and academic credit. For students who are not able to participate in work based learning, the LEA through the Calhoun County Career Academy campus simulates a workplace environment. Students who attend the Calhoun County Career Academy are exposed to interactions to simulated a workplace experience and give students transferable employability skills.

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.

At this time, we are not using Title I funds for serving our gifted and talented students. We are currently following state guidelines in identifying and serving gifted and talented students. We offer gifted support for students up to the 8th grade for pull out support and in class support through 12th grade .

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.

At this time, we are not using Title I Funds as a district set aside for Library Programs. Some schools have used their School Based Title I money for library enhancement. We do use Title I Funds to pay myOn as a district set aside. myOn is a computer adaptive book program. Students are allowed to use the software to read books and take assessments in the program. Some schools use a portion of the PPA to purchase technology that is available in the library for checkout - such as iPads and Chrome Books. Some schools also use their PPA to fund Accelerated Reader.

19. Sec. 1112(b)(7)

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

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

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

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

The Calhoun County Board of Education Parent/Family and Community Engagement Specialist shall develop with school-wide committee representatives and the District Advisory Council a written policy in accordance with ESSA describing implementation of programs and requirements. These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. The policy shall be in an understandable and uniform format and to the extent feasible, provided in a language the parents can understand. The policy shall be made available to the parents and local community.

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/Family and Community Engagement Specialist will provide technical assistance to the District Advisory Council and school-wide committee through scheduled meetings, seminars, and workshops. These meetings will be conducted when necessary to implement an effective parent involvement program to increase student and school performance. Agendas and sign-in sheets will be kept on file for documentation. The Parent/Family Engagement Coordinator shall conduct an annual survey of parents regarding topics of interest, needs and most convenient time. The surveys will be analyzed by the district and individual schools in order to plan district and local school parenting activities. The Parent/Family and Community Engagement Specialist will also network with community partners in engaging community involvement in education. Each career technical program will have an advisory council consisting of business and industry partners within their program field. They will meet at least two times per year, conducting a program of work, goals etc. The career and technical director will have a similar council.

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.**

The Parent, Family and Community Engagement Specialist will coordinate with other State and Local programs to integrate parent and family strategies. Some of those programs will include the YMCA, United Way, Head Start, Children's Policy Council, Success by 6, Facilitation Team, EL Support/Title III and Student Support Services/Special Education Department. EL Teachers offer summer field trips for EL students in order to increase background knowledge. Parents of EL students are encouraged and invited to attend.

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 Parent/Family and Community Engagement Coordinator shall conduct annual evaluations regarding the content and effectiveness of the policy and plan. If the plan for Title I, Part A is not satisfactory to the parents of participating children, the parents must submit explanation of concern in writing to the LEA Parent Involvement Coordinator. Any parent comments concerning the plan will be submitted with the plan to the State Department of Education.

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

The Parent, Family and Community Engagement Coordinator shall conduct annual evaluations regarding the content and effectiveness of the policy and plan. If the plan for Title I, Part A is not satisfactory to the parents of participating children, the parents must submit explanation of concern in writing to the LEA Parent Involvement Coordinator. Any parent comments concerning the plan will be submitted with the plan to the State Department of Education. The Parent, Family and Community Engagement Specialist shall engage with school personnel and teachers to provide strategies that can be incorporated as it relates to the needs of parents and family members assisting with their child's learning. Community field trips will be conducted with school personnel and neighborhood workshops will be held.

(iii) strategies to support successful school and family interactions

The Parent, Family and Community Engagement Coordinator shall engage with school personnel and teachers to provide strategies that can be incorporated as it relates to the needs of parents and family members assisting with their child's learning. Parents will be invited to speak with school staff and faculty to share personal experiences as it relates to student success.

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

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

An annual parent advisory council meeting will be held where the results of the annual parent survey will be discussed. Parents will be given an opportunity to voice their concerns and offer strategies for more effective parental involvement. This council will revise the Parent and Family Engagement Plan.

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 LEA will invite parents to participate as a member of the Parent Advisory Council. Each Title I school will choose the members to be invited to participate. There will be invitations to the meeting. Documentation will be kept on file as it relates to the meeting invitation, agenda, evaluation and sign in sheets. This documentation will be kept at the Central Office in the Federal Programs files.

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.**

Each local school shall explain to parents the curriculum, forms of assessment, and proficiency levels that students are expected to meet. This may be shared during the Annual Title I meeting, Orientation, Open House, in the local school student handbook, report cards, progress reports, letters to parents, and/or parent/teacher conferences. Each school shall ensure that parents have reasonable access to staff, opportunities to volunteer/participate, and observe in their child's classroom. Documentation may include but not be limited to volunteer sign-in sheets, parent/visitor sign-in sheets, and a list of planned activities.

- 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.**

Each school shall plan parent and community involvement activities to ensure student academic achievement. These activities may include helping students build test taking skills, math skills, and self-esteem. Other training, such as dealing with bullying and training on drug and alcohol awareness, may be conducted. If a parent or family member requests specific training as it relates to student achievement, the LEA will provide such training.

- 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 Parent, Family and Community Engagement Coordinator shall engage with school personnel and teachers to provide strategies that can be incorporated as it relates to the needs of parents and family members assisting with their child's learning. Parents will be invited to speak with school staff and faculty to share personal experiences as it relates to student success. Community field trips will be conducted with school personnel and neighborhood workshops will be held.

- 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 Parent, Family and Community Engagement Coordinator will coordinate with other State and Local programs to integrate parent and family strategies. Some of those programs will include the YMCA, United Way, Head Start, Children's Policy Council, Success by 6, Facilitation Team, and Student Support Services. Early education workshops will be offered to parents and caregivers to offer support to our early learners. This will provide information to families as their child transitions to kindergarten. All Title I Schools have a parenting

room or area where parents/family members have access to resources, materials and supplies in order for parents/family members to be able to better help their children be successful. We also have a Parent Resource Center at the district so any parent of a title I student has access to additional materials and resources.

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.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the Calhoun County School District and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents can understand. Each school shall ensure that parents have reasonable access to staff, opportunities to volunteer/participate, and observe in their child's classroom. Documentation may include but not be limited to volunteer sign-in sheets, parent/visitor sign-in sheets, and a list of planned activities.

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

Calhoun County Schools have parents serving on all committees. As parents request parental involvement activities the school will provide reasonable efforts to provide such workshops. The school may utilize their parental involvement funds to purchase necessary supplies for parental workshops.

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 Parent, Family and Community Engagement Coordinator shall engage with school personnel and teachers to provide strategies that can be incorporated as it relates to the needs of parents and family members assisting with their child's learning. Parents will be invited to speak with school staff and faculty to share personal experiences as it relates to student 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.

Calhoun County Schools may provide literacy training if all other sources are exhausted. Response to literacy needs will be coordinated through community resources. The EL Department will assist in providing literacy programs for the district's EL students and families.

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.

Calhoun County Schools will provide parental involvement activities during school hours so that the children will have child care. Other professionals will be involved in the workshops who may provide child care in the event there is a need. Each school will establish accessible and convenient resource centers that parents may utilize to obtain resources for their child.

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

Workshops and/or clinics may be provided to train parents to enhance the involvement of other parents by using some of the following activities: parent volunteer programs, classroom assistance with projects, serving as chaperones for field trips, and assisting with school activities such as fall festivals and field days.

- 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.**

Calhoun County Schools offers flexible meeting times to involve as many parents as possible. Staff will make in home visits as needed for parents who are unable to visit the school.

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

Calhoun County Schools provides parents the opportunity to share concerns. The schools provides referrals to many community agencies to provide parenting model sessions. The LEA works closely with the community to ensure families are receiving the supports they need.

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

Calhoun County Schools will develop with school wide committee representatives and a districtwide parent advisory council that will meet annually to provide input on matters related to parental involvement.

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

Calhoun County Schools will partner with community organizations and businesses in developing parental involvement activities. The Parent, Family and Community Engagement Specialist will work closely with the community in formulating these relationships to provide the activities.

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- U. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, 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.**

Calhoun County Schools will to the extent practicable, provide all parent information regarding opportunities for parental involvement activities in a language they understand. Calhoun COunty Schools will provide parent guides that align with classroom instruction to bridge student learning at school with parent support at home.

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 We have the sign in sheets, minutes and agenda from our meeting with the district Family and Community Engagement Council. The meeting took place May 19, 2017. We also sent letters to all council members notifying them of the meeting. The Council met and evaluated the plan from the previous year and wrote the revised plan for 2017-2018. During the meeting, the council voted unanimously to approve the plan for 2017-2018. This is documented in our minutes from the meeting. The school district will distribute this policy to all parents of participating Title I, Part A children on or before August 10, 2017.

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))