

Clarke County Consolidated Plan SY 20-21

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.

Clarke County will monitor all students' progress through a series of processes. Students are constantly monitored by their teachers through classroom assessments (both formative and summative), observation, small group and large group instruction. Additionally, student progress is monitored by Global Scholar/Scantron, STAR Reading and Math Accelerated Reader, Pre-ACT, WorkKeys, WIDA Access Placement Test (W-APT), Alabama Alternate Assessment (AAA), Advanced Placement tests, PSAT, progress monitoring and informal assessments associated with grade level reading programs and classroom instruction. Data meetings are held at all of our schools to discuss strategies for improvement and to celebrate success. Walk-throughs are held at each school by the district and discussions held afterward to determine strengths and weaknesses. All students are taught Alabama College and Career Ready Standards and assessed appropriately.

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.

As Clarke County students are identified by their classroom teacher as at-risk, several interventions may occur. They are referred to the Response to Instruction (RTI) team at the school. Classroom teachers, as well as resource personnel, provide explicit Tier II and Tier III instruction in small group and/or individual settings. They may also be referred to the Attendance Officer if the student is at-risk due to absences. Also, the student is interviewed by the Counselor to determine if outside resources are needed to address any problems the student may have that the school is unaware of, such as domestic violence, homelessness, bullying, etc. If it is determined that outside resources are needed, the Counselor is responsible for making sure that contact is made and help is requested. Parents are always encouraged to play an active role in their child's education.

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.

Students who are identified as academically struggling receive extra help through their classroom teacher or through our peer tutoring program. In our peer tutoring program, high school students are identified as being willing to work with younger struggling students at the middle school and elementary school levels. Also, there are afterschool and before school tutoring programs available to all students who may be experiencing academic difficulty. Students who are experiencing extreme difficulty are pulled out for Tier III intervention with teachers.

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

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

The teachers in Clarke County have many Professional Development activities focused on strengthening instructional strategies. The instructional strategies are observed through walk throughs and classroom observations, both by district personnel and the schools ACIP committee. Feedback is essential to teachers so that best practices are noted and weaknesses can be identified and strengthened. Also, by conducting walk throughs, the culture and climate of a school can be noted and weaknesses in this area can be improved upon. Reviews are made to ensure that the goals, strategies, and action steps included in the ACIP (Alabama Continuous Improvement Plan) are implemented and monitored. The LEA Advisory Council annually reviews and makes changes as necessary to the system needs assessment and reviews budgets, plans, and academic needs of students. Goals, strategies, and action steps are devised to assure that they strengthen academic programs and improve school conditions for student learning. Emphasis is placed on providing services to at-risk students, (EL, Homeless, foster, immigrant, migrant, and economically disadvantaged) to assist in meeting state and local

achievement goals. The RTI process is used to screen students and recommend effective intervention strategies.

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

Clarke County is a high poverty, low income district having the 7th highest unemployment rate in the state with 12.7%. There is no disparity between our schools and students in terms of being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. Clarke County continues to lose student population which equates to losing teachers. At the end of the calendar year, we will begin the arduous task of assessing which schools will lose students and teachers and begin to reassign teachers for SY 21-22 based upon those decisions. It is difficult to recruit teachers to a poor, rural school system such as Clarke County. However, due to retirement, attrition, etc, we have been able to reassign teachers where we are losing teacher units and keeping the teachers we have. Academic teachers such as math, English, and science are constantly being recruited from colleges and universities with little positive results.

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

Clarke County HAD three ATSI schools (Grove Hill Elementary School, Jackson Intermediate School, and Jackson Middle School). However, in SY 19-20 and to update, we have not received any information or guidance as to whether these schools are still listed as ATSI schools. However, all of our principals are very dedicated to improving the academics at their schools as well as identifying any culture and climate issues that may need improvement. Most of our schools have before and after school tutoring, and all of our schools have scheduled walk throughs by both district and school staff in efforts to improve all areas of their schools.

7. Sec. 1112(b)(4)

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

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

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

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

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

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

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

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

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

All seven schools in Clarke County are eligible to receive Title I funds; however, Clarke County has chosen to serve only six schools as Title I Schoolwide schools. Jackson High School is the only school that is not served by Title I funds, but is served by other federal funds. They are listed in rank order from highest to lowest: Wilson Hall Middle School (100%), Grove Hill Elementary School (98.32%), Gillmore Elementary School (90.64%), Jackson Intermediate School (77.44%), Clarke County High School (76.43%), and Jackson Middle School (70.45%).

8. Sec. 1112(b)(5)

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

The six schools that receive Title I funds in Clarke County are school wide programs. Each school develops its own Schoolwide program based on the individual schools' Needs Assessment. All of the SW programs focus on the content areas of reading and math as well as school culture. There is also a focus on technology within our schools. Clarke County only has one facility that is operated for students or children that are awaiting foster placement or have been placed in foster care but housed at this facility named "Almost Home." Students that live in this home that attend our schools are treated no differently than any other student and all students participate in every activity that is available, regardless of any eligibility status they may hold. There is also a set aside for Neglected or Delinquent children in Egap.

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 students in Clarke County live in a high poverty, low income district. Our schools staffs are trained in "look fors" for potential homeless students. There are also pamphlets available in each school office, as well as the district office. Posters and fliers are placed strategically throughout the school to inform students about homelessness and what resources are available and how to apply for them. Once a student has completed a Student Residency Questionnaire, The Federal Programs Director, Mrs. Gwen O. Powell, will make contact with the parent and/or student and make arrangements to have a face-to-face conversation and discuss details of their situation. If they are deemed homeless, a list of needs is developed based on the

student's needs. Many times, the students need school uniforms, shoes, basic necessities such as soap, toothpaste, etc. Other eligible expenses may include, school fees, including Driver's Education or Career Technical Education class fees, gas expense paid from hotel to school, coat, or cost of graduation diploma. Fortunately, Clarke County has received the McKinney-Vento Homeless Grant which has mainly covered the cost for homeless students in the past. However, we have not been funded for the previous two years. There is a set aside for homeless students in Egap.

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

Clarke County does not have any federal early childhood programs.

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.

Clarke County does not currently have any schools designated for Targeted Assistance.

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

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

Clarke County has two feeder patterns in the district, one in Jackson and the other in Grove Hill. In the spring of each school year, schools within the feeder patterns will meet with each other to ensure a smooth transition from one school to the other. Also, teachers within schools will meet with each other prior to school beginning to discuss student dynamics such as state assessment scores, grades, and other information that is needed in order to make smooth transitions between grades in schools. Teachers of students who are graduating from the 8th to 9th grade will meet prior to the beginning of school to discuss class placements in math and other core subjects. Also, specifically our math teachers from the 8th and 9th grade will meet immediately after school begins to discuss teaching strategies and share information that will help each grade level teacher become more effective. An example of one type of information that may be shared is what strengths or weaknesses did the 9th grade students bring with them that could be identified and improved by the 8th grade teachers and vice-versa. Also, as state assessment data is analyzed, systemic grade level meetings are held with district personnel to identify those areas of strengths and weaknesses so that are aware and can improve on them in the upcoming year.

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.

As stated in the previous question, Clarke County Schools has a systemic approach with teachers from the middle grades meeting with teachers at the high school each year. Additionally, the counselors hold workshops and school meetings in which they address topics such as early college high school and dual enrollment opportunities available to students. Students may take early college classes at the University of Alabama and dual enrollment courses at Coast Alabama Community College in Thomasville or Jackson campuses. Counselors as well as high school teachers discuss career options to students, bring in different employers to talk to students, as well as attend career/academic activities at our local community college. Additionally, our 8th and 12th grade students attend the Worlds of Opportunity South in Mobile, AL annually.

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)

Clarke County has “In School Suspension” (ISS) programs in each of the middle and high schools. This program is used to try and keep students from being suspended from school. While they are in ISS, they are given their work and are expected to complete it each day they are in attendance. Clarke County schools also uses the Student Incident Report (SIR) to monitor discipline issues and that data is disaggregated by subgroup.

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.

Clarke County CTE department offers seven different programs which are housed in both high schools. Through our welding program, math teachers are working with the welding teacher in order to help teach the academic core skills that are needed such as how to figure out the math equation that must be solved before you can actually weld. The English teachers are allowing and encouraging the CTE students to use informational text related to their CTE program in class. The science teachers are doing this as well.

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.

Both Jackson High School and Clarke County High School have work-based learning programs and employ approximately 50 students in different types of businesses in Clarke County. Some examples of work-based placements include the District Attorney's Office, trucking companies, hardware stores, various gift and clothing shops, schools within the district as tutors and after-school program assistants. These placements are made based on the student's interest and many do receive academic credit.

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.

Clarke County employees a certified Gifted teacher as well as a Gifted Paraprofessional. They serve all schools are responsible for identifying potential gifted students and also for serving all identified gifted students. Once a student has been identified as being a potential gifted student, the process begins for having that student tested.

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.

Media Specialist units are earned through the state based on enrollment. All Clarke County schools have a media specialist. Clarke County only has a parttime media specialist, all others are full-time. The district assists media specialists each year in developing effective school library programs that include meeting the following responsibilities: 1) The Library Media Specialist is responsible for ensuring students and staff are effective and ethical users of ideas and information; 2) empowering students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information; 3) instill a love of learning in all students and ensure equitable access to information; 4) collaborate with teachers and specialists to design and implement lessons, units of instruction, assess student learning and instructional effectiveness; 5) provide leadership and expertise necessary to ensure the school library program is aligned with the mission, goals and objectives of the district and is an integral component of the learning and instructional program. Schools that have been identified as Title I schools use part of their Title I allotment monies to enhance the library with the addition of books and also with the addition of software that will improve and enhance academic achievement such as Renaissance, Star, and other programs that the schools have deemed effective.

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).

An annual meeting is held with parents and stakeholders to aid in the development and revision of the Consolidated Plan, Parent Involvement Plan, EL plan, and each school's ACIP. Parent input is sought on all plans at both the district and school levels.

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.

An annual meeting is held with parents and stakeholders to aid in the development and revision of the Consolidated Plan, Parent Involvement Plan, EL plan, and each school's ACIP. Parent input is sought on all plans at both the district and school levels.

- Parent Conferences
- Annual Title I Meeting Parent surveys
- Social Media Contacts
- Testing Results Workshops on Homework Help and Effective Parenting
- Parent Nights

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.

A Parent Involvement Plan is developed and revised each year at all schools in Clarke County and parental input is garnered for both. Plans assure that parent and family engagement strategies, to the extent feasible and appropriate, coordinate with other relevant Federal, State and local laws and programs.

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)

While we believe that no barriers currently exist, Clarke County Schools strives to provide parent meetings at times when parents can attend, in a language they can understand, and with no cost to the parents.

Also, principals at each school meet with their teachers and staff at the end of the school year to evaluate how well they are meeting their goals in working with parents asking questions such as are our planned activities for parents working? What could we offer parents that would promote attendance? How can we help our parents help our students more? From these conversations that are held, planning occurs for the activities in the following school year.

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

All school personnel and teachers work with parents to provide strategies to assist with the learning of their children. Topics included on Social Media, weekly newsletters, and parent conferences.

Topics include:

- Homework tips
- College and Career Ready Standards
- INOW information
- Grading Procedures
- Attendance Expectations
- Title I requirements

Additionally, this year there will be an emphasis on virtual and/or remote learning for students and parents.

(iii) strategies to support successful school and family interactions

Clarke County schools use several strategies to support successful school and family interactions. Schools hold parent and grandparent days annually. Some Clarke County Schools uses Facebook, Twitter, and the school and district webpages to keep parents informed of school activities. A rapid notification system is also used to inform parents of important events and dates. The Chalkable Parent Portal keeps parents aware of academic achievement and attendance. Finally, parent are highly encouraged to participate in school activities and volunteer opportunities.

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.**

Based on survey results and parental input, Clarke County Schools will continue to implement the following evidence-based strategies:

- Parent surveys
- Parent meetings both formal and informal
- Communication through Social Media and rapid notification system
- Use of website for information relevant to parents

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.**

Clarke County Schools holds an advisory committee annually for the purposes of developing, revising, and reviewing the parent and family engagement policy. Members of the committee include elementary and high school parents, minority parents, and parents of special education students to assure that a representative group of parents is included.

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.**

All schools conduct meetings at the beginning of the year to inform parents of Alabama College and Career Ready Standards, grading procedures, attendance requirements, and course expectations. Parents are given links to INOW and the schools' websites and shown how to

access information on monitoring student progress. Meetings are scheduled with parents as requested when students need additional academic assistance. All communication is transmitted in a language that parents can understand based on their Home Language Surveys.

- 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.**

Parents are provided materials and training to help them to work with their children to improve their children's achievement. Schools incorporate different activities to reach their parents at the different grade levels. Some activities include a Parenting Day where topics of interest are presented to parents at different times, math and literacy nights, Library nights, etc. Parents receive information through the school and district website, school and district facebook pages, newsletters, and schoolcast.

- 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.**

Teachers, specialized instructional support personnel, principals, and other school leaders, and other staff attend professional development each year that provides instruction 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.

- 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.**

Clarke County Schools coordinates and integrates parent involvement programs and activities with all other programs, including preschool programs. While we do not house a physical parent resource center, many resources are posted on the district and schools websites. Other parental resources are available through pamphlets placed in the front office and counselor's office at each school. A "Home and Connection" parent newsletter is sent home each month to encourage parental learning activities with their child.

- 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.**

Information related to school and parent programs, meetings, and other activities is communicated to parents through written notes, social media, school websites, and a rapid notification system. For non-English speaking parents, communication is sent through TransAct or utilizing Google translate. Through the use of TransAct, all messages sent home may be translated in many languages.

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

Parent requests for additional support for parental involvement activities will be monitored and implemented as necessary.

- 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.**

Parents who have expertise in training areas pertinent to educators are encouraged to provide training to improve the educational experience of students. Examples of parent volunteers include engineers, gardeners, outdoor classroom experts, and technology integrationists.

- 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.**

Literacy materials for necessary literacy training will be purchased through Title I or local funds as necessary to ensure the availability of training and materials.

- 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.**

Meetings are offered at various times to provide parental choice that is convenient for their schedule. Child care options are available at the schools during large meetings. Requests for transportation are handled on a case by case basis. All information is also disseminated through school websites, facebook pages, and email to assure that parents not in attendance received the same information.

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

Clarke County Schools enlists the PTO to encourage and enhance the involvement of other parents in their child's education and school activities. Membership drives are held each year to increase the number of parents involved. Also, schools that do not have an active PTO engage parent leaders within the community to help them with parent activities.

- 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.**

Clarke County Schools schedules meetings at a variety of times with parents to enable them to attend conferences at school in order to maximize the parental involvement and participation. In-Home conferences are available upon request. With a fully implemented virtual school program, more meetings with parents will be held through zoom, facebook live, or other apps that would enable virtual parent meetings

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

The LEA may adopt and implement model approaches to improving parental involvement as we learn of additional strategies at conferences, through parent surveys, and in meetings with the SDE.

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

The Federal Programs Director establishes a districtwide Parent Advisory Council to provide advice on all matters related to parent involvement as well as district plans and procedures.

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

Community-based organizations and businesses are involved in advisory committees and have input into parental involvement activities in this capacity. In addition, the Career Technical advisory committee provides guidance and suggestions for appropriate parent activities.

Sec. 1116(f)

- U. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including**

parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, 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.

Parent communication for ALL students in Clarke County schools is delivered in a language parents understand through school websites, a rapid notification system, parent notes, and social media. The data obtained from parents will be used to revise the parent and family engagement policies described herein, if necessary.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by sign-in sheets and an Agenda. The school district will distribute this policy to all parents of participating Title I, Part A children on or before November 1, 2020.

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| <u>Clarke County Board of Education</u> | <u>10.15.20</u> |
| PLAN APPROVED BY <i>(Person or Entity)</i> | 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))