

Pike County Schools Consolidated Plan

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

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

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

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

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

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

Pike County Schools uses state and local assessments to determine how proficient students are in meeting the challenging State academic achievement standards. For the 2019-2020 school year, the SDE has adopted ACAP as an interim assessment for grades 3-8. Pike County Schools plans to administer the mandated assessment along with the ACT Aspire periodic assessment. The additional assessments are needed to insure consistency and continuity of data as the state transitions to a new, permanent assessment. Student assessment results and the progress toward meeting State academic achievement standards are reported to teachers, parents, and students. Results of the ACT Aspire are reported as *in need of support*, *close*, *ready*, or *exceeding*. We understand that ACAP results will be reported in a similar way. In addition, for grades K-2, the DIBELS assessment is administered. Information gathered from these assessments and analyzed in grade/department meetings enable teachers to make revisions in instruction that will help students meet the state academic standards.

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.

For the past 12 years, Pike County Schools has made great strides in using data to improve student achievement. Pike County Schools was once a severely underperforming, high-poverty system; however, that stigma has been overcome. Pike County Schools is very responsive to students who may be at risk for academic failure. An important factor in identifying these students was retraining our personnel to adequately interpret and analyze data for the purpose of targeting instruction / interventions to insure data informed teaching. Students at risk of failure receive individualized intervention based in a tiered instructional model. When classroom approaches are not successful, students are referred to the Positive Support Team (PST) for additional interventions and/or suggestions. Progress is monitored through follow-up PST meetings and periodic checks of grades. In addition to academic indicators, school attendance and discipline records are used to help identify students who may be at risk for failure. Students who are chronically absent or have a history of disruptive behavior are referred to the system's truancy officer and/or the PST committee for additional intervention.

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.

Pike County Schools will provide additional assistance to individual students assessed as needing help through tiered instruction by the classroom teacher and use intervention/ auxiliary teachers to deliver small group and individual instruction. Teachers work with small groups to provide daily explicit and systematic instruction. Web-based programs, ancillary materials, tutoring, and peer teaching are also used for students in need of additional assistance. Based on performance data, high school students are placed in intervention classes two days per week during "Discovery Block." In addition, at the high school level, students at risk of falling behind their cohort are given opportunities to attend tuition-free summer school and/or recover lost credits through the Pike County Schools Virtual Education program.

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.

Pike County Schools has embraced and uses the 80-15-5 tiered instructional model for all classroom settings. All teachers are trained to intervene when instructional difficulties arise. All 4th through 12th grade teachers are trained and are required to use strategic engagement techniques daily in addition to planning for instruction using a strategic lesson plan template. Middle and high school content teachers are trained in Literacy Design Collaborative, Math Design Collaborative, and content literacy instructional approaches. These are a few instructional strategies and approaches intended to strengthen academic programs and improve school conditions for student learning.

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

Pike County Schools will 1) Appoint a system-level administrator as the single point-of-contact who will work directly with teachers and SDE on certification issues; 2) Consider changing teacher assignments within a school, within-school transfers, and between-school transfers to have teachers highly qualified; 3) Conduct meetings with and/or develop an individual action plan with teachers; 4) Retain documentation related to position announcements, efforts to recruit highly qualified candidates for the position, applications and resumes received, and notes from interviewing and selecting the teacher for employment; 5) Ensure that teachers receive support and assistance related to content knowledge and teaching skills needed for the teaching assignment, including teacher mentoring and high-quality professional development all to insure that no disparities result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. In addition, PCS will offer sign-on bonuses to teachers filling high shortage positions.

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

When identified for school improvement, the Pike County School System will use the disaggregated data to determine areas of deficiency and sub-groups which caused school(s) to be identified. A plan will be written to insure the school(s) is addressing the instructional issue. At a minimum, content standards, teacher planning, and teacher-made and book assessments will be examined and aligned to ensure that there is no fragmentation of the instructional program. Professional development will be provided to assist teachers in areas where deficiencies are discovered. All schools within the system are making great strides to increase rigor and instructional quality to meet CCRS Standards. In addition, schools insure an alignment CCRS, ACT assessments, and local textbooks to eliminate gaps in the instructional program in the form of pacing guides.

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 Pike County schools are eligible for Title I status because all schools have a percentage of free and reduced lunches of 35% or greater. Schools will be rank-ordered according to their percentage of free and reduced lunches; those with the highest percentages indicating the greatest need for services. Funds and resources are prioritized and allocated using a per pupil amount and based on rank order. This year is PCS second year participating in CEP.

8. Sec. 1112(b)(5)

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

All schools in Pike County are currently served as schoolwide schools, none are TA. The school wide program will ensure that students in the school system receive instruction from properly certified teachers in all schools. Funds will be set aside for focus schools, professional development, and parent involvement. As school wide projects, funds will be used to support areas identified in the needs assessment. The goal is to ensure all students perform on grade level in reading and demonstrate proficiency in other core areas. Funds will be used to continue training our personnel to adequately interpret and analyze data for the purpose of targeting instruction / interventions to insure data informed teaching in all subject areas. Pike County Schools has no institutions for neglected or delinquent children within its attendance zone. Therefore, no educational services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs are required or provided.

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.).

Pike County Schools currently serves approximately 100 homeless students. The federal programs coordinator also serves as the homeless liaison and works directly as the "link" between those families, the schools, and community services. Services provided for the homeless students include providing clothing, school supplies, and prescription medications. Parents are supported in their efforts to find housing, and coordination of services is provided with community agencies. They are also assisted at the local school with obtaining school and health records. The Admissions Policy for PCS (5.10.1) states that students will be permitted to enroll immediately without regard to residency status and may be entitled to other accommodations under federal law.

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

To assist students and parents in the transition process from preschool to kindergarten, parents and students are invited to an orientation and tour of each elementary school in the spring of each year. A list of suggestions, proficiency levels of academic standards and curriculum, and information on the registration process are distributed. Families from feeder pre-schools and Head Start programs are invited to visit the schools for orientation during the school year. In the fall of each year, orientations are held by administrators to inform all students and parents of school rules, expectations, consequences, policies, and proficiency levels of academic standards and curriculum.

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.

Pike County Schools does not operate any TA schools.

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.

Due to school building grade configurations in Pike County, some middle grade students are housed with high school students. To facilitate the transition from middle to high school, several strategies are implemented:

1. Students in grades 4-6 are departmentalized and change classes. This exposes them to the concept.
2. Elementary students are able to participate with high schools for special occasions such as homecoming.
3. School orientations and school tours are scheduled each year.
4. Making Middle Grades Work strategies and middle school concepts (such as school within a school model) are implemented at each high school.
5. Tutoring and intervention opportunities are available to middle school students.
6. A ninth grade transition academy is available in one of the two high schools with implementation taking place for the second high school for 2019-2020.

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.

High school students are afforded opportunities to enroll in various academies and to dually enroll in post-secondary institutions through partnership agreements. Current academies are Agriscience, Business & Finance, Exercise Science and Health, First in Flight and Leadership (including Flight Training), Health Information and Technology, STEM, and Performing Arts. These programs allow students to graduate from high school and a partner post-secondary institution with either an Associate Degree or up to 60 hrs of college credit. There is no cost to students. Additionally, the Global Studies Academy allows students to attend Troy University part-time at no expense and earn 24 semester hours of college credit prior to graduation. Post-secondary partners include Troy University, Enterprise State Community College, and Wallace College - Hanceville. Short term certificate credentials are also available at no cost to the student. The district has many business and industry partners and is an active member and financial supporter of the Pike County Economic Development Corporation. Tutoring and intervention opportunities are also available to high school students.

14. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

Each school implements an advocacy program, counseling, and HELP to support schools with high rates of discipline referrals. Funds may be used to support professional development and resources for these initiatives.

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 integration of academic and career and technical education content through coordinated instructional strategies is achieved through team teaching models in the high schools and through PLTW/STEM approaches at the middle/high school level. In addition, soft skills are taught in regular classes and during discovery block.

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.

Pike County Schools offers a Community Service Endorsement to graduating seniors to encourage them to make meaningful connections to work and serving others in the community. Students are able to volunteer service to non-profit agencies, the public sector and educational institutions and cannot accept pay. Pike County also allows select students to participate in co-op (non paid) and paid internship activities during their senior year of high school. Students are afforded an opportunity to learn soft skills and on-the-job training.

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.

Pike County Schools includes all staff, including those serving gifted and talented, in pertinent professional development opportunities. Gifted teachers have access to and regularly use technology in the schools provided by Title I.

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.

Pike County Schools may use funds to provide professional development opportunities and resources (including books and technology) for use in the Library Media Center.

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).**

Pike County School System and each school will have parent representatives on the District Advisory Committee and local school ACIP/Leadership Committee. Their input will be solicited and included when the LEA plan is being developed and/or revised. It is the goal of the Pike County School System to develop strong partnerships with the home in an effort to recognize that parents are an essential resource in the learning process of their children. As such, we will actively engage, encourage, and support the participation of parents as advocates, policy makers, advisors and active participants in the education of their children. Our school system believes that schools and parents working together as partners will increase student achievement and develop positive attitudes about self and school.

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.**

Pike County Schools provides coordination and assistance to its schools in planning and implementing activities by creating opportunities for parent meetings, setting agendas for those meeting, providing parent resources on student achievement, ensuring Title I Parent meetings are held, providing parent newsletters, and sponsoring an annual Parent Expo in addition to the following:

- Parent surveys will be conducted to determine parent needs and to be used as a source to compile a parent volunteer list.
- Pike County Schools will sponsor an annual Parent Expo to showcase school system offerings and to distribute free instructional materials and supplies.
- Pike County Schools, through federal funds, will provide school planners for all students to effectively communicate with parents and involve them in their child's achievement.
- The Pike County Board of Education will sponsor professional development activities for teachers.
- The Pike County Board of Education will utilize school counselors to provide training for parents to help them meet the academic needs of their children.
- The Central Office will assist each school in obtaining materials for parent involvement activities.
- Parents will be able to access current information on school and system websites. Parents are able to sign up for electronic notifications/reminders of school events and activities through the "Notify Me" system on each school's webpage. They can elect to have the notices sent to email accounts or as a text message.
- Pike County Schools also uses the School Messenger system to contact parents in emergency and systemwide notification situations. In addition, parents may download the Pike County Schools app on Apple and Android devices and/or follow Pike County Schools on Twitter.

- A school system calendar will be provided to all parents showing important testing dates, holidays, and conference/report card dates.
- Posters which include the system's "promise" and contact information will be displayed at system buildings, local business and employment establishments.
- A Home/School Compact will be completed annually.
- Pike County Schools provides a "set-aside" from the Title I allocation for parental involvement. Each school's Committee decides how this money is spent.

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 Pike County School System will coordinate and integrate parent and family engagement strategies in this section with parental involvement strategies under other programs.

- Pike County Schools will insure that each school holds an annual Title I Parent meeting.
- Local schools will invite pre-kindergarten program parents, including Head Start programs, to participate in parent involvement activities.
- Local schools will provide transition programs to parents and children entering kindergarten and those progressing to the high school campuses.
- Parents of homeless, Indian, English Language Learner, and special needs students will be invited and encouraged to participate in trainings, activities, and events to equip them to understand and address identified academic needs.
- An ELL Coach / Interventionist has been employed since the 2009-2010 school year.

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 Pike County School System will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities.

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

Parents are surveyed in the spring of each year. They are also surveyed during district and school meetings to determine what needs they may have in assisting their children.

(iii) strategies to support successful school and family interactions

Parents are surveyed in the spring of each year. They are also surveyed during district and school meetings and asked for suggestions to support successful school and family interactions.

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.**

Elementary parents are provided training in working with their children in mastering basic skills and reading with their children. High school parents are provided information to help them deal with the many challenges of rearing adolescent children. In addition, transition programs are provided to help parents and students move from one educational setting to another. Compacts are used to document the agreement between the school, parents and student. They are completed at the beginning of each year and kept in the most useful and accessible location at each school for teacher and administrator use with students and parents. During parent meetings, parent are asked to give input on how the plan can be revised.

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

- F. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.**

Parents serve as members of the District Advisory Committee and school CIP/Leadership committees. The review process for the Parent and Family Engagement Policy., Title I Compact, and October Parenting month begin in spring of each year with the analysis of parent surveys. Additionally, parents are invited to review and suggest improvements at subsequent meetings.

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.**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Pike County School will:

- Provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children.

- Provide parents information on their child's performance on state assessment in October of each year during one of two mandatory parent conference dates. The reports are explained in detail to parents.
- Each school will provide progress reports every 4 1/2 weeks and report cards every 9 weeks. When students are placed on a PST plan, parents are notified.
- Provide parent with login information to Chalkable for the purpose of checking student classroom performance.

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.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Pike County Schools 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, as appropriate, to foster parental involvement.
- Invite parents to attend the Parent Expo to receive resources, information, and school supplies.
- The faculty and staff at each school provide other workshops and trainings for parents throughout the year, but especially during the month of October.

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.

Pike County Schools will educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing Customer Experience and *Driver of Positive Change and Power of Positive Leadership* training to staff and by modeling appropriate behavior and interactions with parents.

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.

With grants from the Alabama Office of School Readiness, Pike County Schools has developed a high quality Pre-K program for four-year old children. Each of the 3 elementary schools houses a Pre-K program. These programs provide an important opportunity for Pike County Schools to offer a high-quality Pre-K experiences that all children need as the first step in a successful education. The delivery approach implemented to meet these expectations and commitments include opportunities for active learning in which children construct knowledge by establishing a supportive climate based on positive adult-child interactions, involving families in the preschool setting and creating teamwork among teachers, a task force, health professionals, outside agencies and school administration. The grants mandate family involvement and Pike County Schools supports those efforts. Transitional

plans for children as they move from preschool to kindergarten provide continuity in their educational experience.

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.

Pike County Schools will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The EL Coach will translate documents and make calls to EL parents
- Use TransAct to convert forms to other languages
- Make home visits if necessary and feasible

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

Pike County Schools will honor any reasonable request made by a parent for support in helping them become active participants in the child's success at school.

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.

During District Advisory Committee meeting, parents are asked for their input in the use of professional development spending.

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.

Pike County Schools Title funds to offer educational opportunities which supplement not supplant the school system's educational initiatives, including literacy training. Mechanisms are in place to insure that state funds are exhausted prior to using federal funds.

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.

Pike County Schools makes every attempt to remove any known barriers for parents to attend parent and family involvement activities designed for them. When appropriate and allowable, Title funds may be used in this effort.

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

Pike County Schools is currently in the initial stages of planning a Parent Leadership Academy that will be designed for parents and community members to learn more about the inner workings of the school system and how they can support various facets. The model will be designed for members of previous cohorts to train subsequent cohorts. Each cohort will participate in activities such as school/program tours, board meetings, budget hearings, and Parent Expo.

Q. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

Each school in Pike County hosts a Federal Program Parent Night in September and parents are provided copies of the Parent School Compact, Parental Involvement Plan, the budget, and a PowerPoint presentation discussing all aspects of Title I as required. Parents are provided an opportunity for input and question-answer time.

In addition, the school system provides two Report Card Conference Nights, one in October and the other in March. Teachers are available from 2:00 to 7:30 to meet and discuss grades, curriculum, assessments, behavior, attendance, etc. Brochures are sent home to parents at the beginning of the month in October and March with listing of all activities for the month including the report card conference night. Faculty and staff are available from 7:30 a.m. until 4:30 p.m. daily and after these hours to meet the needs of parent work schedules if needed. For parents who need information in their native language, we offer Transact. The EL Coach is also available after hours to meet with ELL parents.

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

Pike County parents are able to access current information on school and system websites. Parents are able to sign up for electronic notifications/reminders of school events and activities through the "Notify Me" system on each school's webpage. They can elect to have the notices sent to email accounts or as a text message. Pike County Schools also uses the School Messenger system to contact parents in emergency and systemwide notification situations. In addition, parents may download the Pike County Schools app on Apple and Android devices and/or follow Pike County Schools on Twitter. A school system calendar is provided to all parents showing important testing dates, holidays, and conference/report card dates.

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.

In addition to a standing District Advisory Council, Pike County Schools has implemented a Leadership Academy that will be designed for parents and community members to learn more about the inner workings of the school system and how they can support various facets. The model will be designed for members of previous cohorts to train subsequent cohorts. Each cohort will participate in activities such as school/program tours, board meeting, budget hearings, and Parent Expo.

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

Pike County Schools has implemented a Parent Leadership Academy that is for select parents, community, and business partners to learn more about the inner workings of the school system and roles they can play in support of various facets. The model will be designed for members of previous cohorts to train subsequent cohorts. Each cohort will participate in activities such as school/program tours, board meeting, budget hearings, and Parent Expo.

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.**

Pike County Schools employs a full time EL Coach. The EL Coach serves all schools. She is a liaison with limited English proficiency parents and attends all meetings with those parents to ensure an understanding of education requirements. She works with general classroom teachers to ensure they understand how to work with EL students and parents. She assists teachers and administration with transferring documents into the native language of the parents. Each school employs special education teachers and paraprofessionals to assist students with disabilities and their parents. The district employs a full time psychometrist to assist with referrals and reevaluations. During the fall and spring parent conference nights, special education teachers provide workshops for parents of students with disabilities. The federal program coordinator serves as the homeless and foster care liaison. She works with schools, families, and social service agencies to insure needs are met for homeless and foster care students.

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 meeting with the Pike County Schools District Advisory Committee on September 12, 2019. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 10, 2019.

Pike County Schools District Advisory Committee
PLAN APPROVED BY *(Person or Entity)*

September 12, 2019
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

PIKE COUNTY SCHOOLS 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))