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## Improvement Planning - LEA Consolidated Plan

Washington County, Consolidated - Fiscal Year 2020 (Rev 0)

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### LEA 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.

Washington County Schools utilize all available data including the results of the last ASPIRE assessment, STAR 360, STAR Early Literacy, DIBELS, Scantron, universal screening, ACT plus Writing, ACCESS 2.0, AAA, semester tests, class tests, and class work samples to analyze and identify strengths and weaknesses in the instructional program.



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The District office staff assists principals, counselors, and teachers in data analysis by providing charts, graphs, and longitudinal data. That data is used for the basis of the schools' Continuous Improvement Plans and professional development offerings.

Individual student reports are discussed with parents at the first parent/teacher conference and/or parenting day meetings. A copy of the results is sent home with students with a detailed letter explaining the results. Communication with parents concerning students' academic progress is an ongoing process. Assessment results, report cards, and parent conferences are used to inform parents of the students' progress. The system-wide messenger system is available for principals to use to contact parents concerning other parental involvement opportunities like open house, parent training sessions, and PTO meetings.

## **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.

RTI (Response to Instruction) procedures are an integral part of identifying students at risk for academic failure. These procedures include four tiers (Tier I, II, III, and IV). Tier I is instruction for all students. Students in Tier II are identified when they are having difficulty with Tier I instruction. These students are "double-dipped" in small groups. After a period of time, if the students continue to have difficulty (even after re-teaching) the student is referred to Tier III to allow time to work on academic deficiencies outside of the regular classroom environment using an individualized evidenced-based program of study. The students are referred to Tier IV (Special Education programming) when they do not respond positively in Tier III supports.

## **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.

In addition to a robust RTI program (mentioned above), Washington County Schools has a credit recovery plan in place for students in grades 9-12. All standards and policies meet with state guidelines for credit recovery. Summer school is also offered as an opportunity to make up work when regular year schedules prevent it. There is also has a virtual school program available for students' in grades 9-12 using ACCESS content. In addition to a robust RTI program (mentioned above), Washington County Schools has a credit recovery plan in place for students in grades 9-12. All standards and policies meet with state guidelines for credit recovery. Summer school is also offered as an opportunity to make up work when regular year schedules prevent it. There is also has a virtual school program available for students' in grades 9-12 using ACCESS content.

## **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 Washington County Schools' Improvement Team members, Advisory Council members and each school's Continuous Improvement Planning committee are responsible for reviewing comprehensive needs assessment data and determining the success of the projects funded through Federal funds. Based on evaluation data, committees must determine whether to continue, revise, or begin new projects to best meet the needs of the targeted population. The planning process encompasses a thorough analysis of all data, determining priority needs and goals, strategies to achieve goals and methods to evaluate success of funded projects. This process provides a framework for ensuring annual revisions of the projects. The process is reviewed a minimum of two times per year. CIPs are revised as needed during the school year.

## **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

All teachers in Washington County are certified by the Alabama State Department of Education. All parents are provided with a Parents Right to Know letter at the beginning of school.

#### **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

Schools in Washington County identified as Comprehensive Support and/or Targeted Support Schools receive a variety of additional services. The Federal Programs director contracts with a team of outside support to assist with instructional guidance, implementation of instructional standards, and individualizing instruction.

#### **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).)

Washington County School District chooses option 2 at least 35%.

#### **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 Washington County Schools are Title I- School-wide Schools. We have no Targeted Assistance schools. We also have no local institutions for neglected or delinquent children. We will provide services through virtual school or home-bound programs should the need arise for those students.

We will use Title I resources to upgrade the entire school in order to improve the achievement of all low-performing students. Title I school-wide resources are being used to employ additional staff to support individualized learning; Retired teachers are contracted to supplement instruction in RTI programs; Technology resources are provided to bring all the



bells and whistles that motivate students to learn; And, additional funds are provided for extra instructional supports in Focus and Priority schools.

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

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

All homeless children are enrolled without barriers and provided the same opportunities as other students. When needed, students are provided schools supplies, uniforms, tutorial services, guidance and counseling services, and immediate access to free meals. Other individual needs are address as they arise

**10. Sec. 1112(b)(8)**

Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

All eligible students are provided applicable services under Title I set asides.

Washington County Schools provides services in partnership with Head Start and local state approved day care facilities through Early Intervention and Preschool programs. The District works with these agencies to ensure a smooth transition into the district's schools, and also ensure that services are not interrupted during this transition. Field trips to the schools occur annually so that students have a first-hand look at what school will look like. They are able to meet the kindergarten teachers and other staff during that visit.

**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.

Washington County has no targeted assistance 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.

All students are required to complete a four year plan for high school in the eighth grade. This four year plan will enable students to know the classes needed to reach a career goal. The Washington County Career Coach works closely with all five high schools to ensure four-year plans are written and implemented to ensure students have smooth transitions to both high school and postsecondary schools.

**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.

Washington County Schools partner with the Coastal Alabama Community College to offer Dual Enrollment programs in Math, English, and History. Advanced placement is also offered to eligible students. All students in the Washington County School District also participate in multiple "College Days." This includes visit to campuses of their choice, as well as the College Fair days that the district's arranges annually. The District's Career Coach mentors and guides the students in making sure they all have completed the Financial Aid applications. She also ensures that all students have successfully completed their College applications.

**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)

The Washington County Schools' district staff monitors the SIR and other data regarding administrators' discipline practices. Administrators are encouraged to counsel with students, and ensure students with EL or disabilities are provided the appropriate services limiting interruptions in the instructional services

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

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

Skill attainment, also known as credentialing is offered through a variety of courses at the Washington County Career Technical Center or each local school. The career technical director ensures credentialing opportunities by overseeing the requirements necessary to keep the programs BIC certified. Carl Perkins funds are used for career technical education.

**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.

Washington County School's career coach works with local industries to host an annual Career Fair and Job shadowing opportunities. The programs work within the guidelines of the District's policies. The District also partners with industries in our career technical programs. These industries are employing our "job-ready" students straight out of our programs.

**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.

Gifted students are offered additional services through opportunities for Dual Enrollment and Credit Advancement when appropriate. The students participate in "College Days." and are provided culturally enrichment experiences that motivate them to see the world in a different light.

**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.

School library media centers are supplemented through applicable software, and other instructional resources deemed appropriate through each school's needs assessment. The school library media specialist conducts needs assessments through surveys and data collection numbers to "map" their collection with both student interests and curriculum needs.

**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).

Each Title I school holds an Annual Title I Parent Meeting. A committee is created annually and consists of no less than two parents, two teachers, and the principal. They meet twice annually to discuss plans and evaluations of progress for the year. The plans and evaluations are shared with all parents in a variety of ways, including but not limited webpages, and printed materials when Internet is not available.

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

B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

The District Parent Engagement committee meets annually to discuss, review, and assess, not only the District Parent Involvement plan but, each schools ACIP, Parent/Teacher/Student Compact, and the ACIP. The members of the district committee are also members of the local school parent committee. These members are the liaison for the district back to the schools and from the schools back to the district. This is instrumental in recommendations to improve the academic success of our schools. This committee meets to discuss the needs, assess the progress of programs and plan for the future of Washington County as a district.

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

C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

Each Title I school begins each school year by participating in an Open House. Schools are open one night during the week before school begins to allow parents to come with their children to meet with teachers, visit classrooms, and tour the school. Parent/Teacher conference days are scheduled throughout the school year. Student presentation activities (science fair, art fair, PTO programs) are held at various times throughout the year. Parents also participate in the annual Parent Involvement Survey/Evaluation of the current year program. Parent/Teacher conferences are held on an as needed basis.

**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)

Washington County Schools ensure a translator or documentation is available in native language by using *Transact*, a software program that translates documents.

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

Invite the parents to participate in school activities. District staff and teachers will make in home visit (when appropriate). The district appoints a school liaison and secures a translator when appropriate.

(iii) strategies to support successful school and family interactions

Schools use the school-wide messenger program to keep parents informed. Schools make posts on social media (when appropriate.) Schools utilize printed materials for parents that do not have access to Internet.

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

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

The plan is evaluated annually using results of parent surveys.

**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 are members on the Title I advisory council and are updated on the parent engagement policy and revisions.

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Several parent training are held throughout the district. They included presentations on the CCRS (College and Career Readiness Standards), and understanding results of state assessments. They also receive updates as standards and assessment change. This year Scantron shall be explained as a one year replacement for the state.

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.

Washington County is a one-to-one technology device district. Students in grades 7-12 are allowed to take the devices home. Parents are an integral part in the success of this program. All parents must attend an annual training before any student is issued a device for home use. The policy is reviewed with the parents and parents are shown how the device works and the important role of these devices is reviewed with them. Additional resources are available in the form of refrigerator magnets that apprise them of important dates through the school year. Parent information and instructional brochures are available that give tips on how they can help their children in various instructional issues.

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.

Washington County teachers are encouraged to participate in a variety of professional opportunities throughout the year that provide strategies to more actively engage parents in the instructional process. Additionally, in-service days are devoted to better communication with parents. Washington County is especially proud of the Washington County Learning



Summit that is provided with Title II funding. This summit has session that teach our staff the guidelines for connecting 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.

Preschool education services are part of the total special education program offered by Washington County Schools. Preschool programs are offered to children ages 3-5. The programs help children to develop socially, emotionally, physically, and academically. In addition, the school system employs a Speech Language Pathologist to provide language and speech instruction to preschool students.

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.

All schools use Transact to ensure all documents are available to parents that do not understand English. Explanation letters are attached to all testing reports. Letters are also sent to parents when their children are referred to RTI.

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

Washington County will use parent surveys and informal parent requests to determine any other necessary resources. Title I funds are used to ensure parent requests are provided, when appropriate. This may include but is not limited to: child care for younger children during school activities; applications, and/or supplies like flash cards to help with specific homework; And, homework hotlines for help when parents are unsure or can not provide the needed help. Yet, together the parents and children can learn together.

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.

Washington County Schools understands that parents are an integral part of the education of their students. The District seeks to make sure their voices are heard. Professional development topics are sought from parents whether it is topics like bridging the communication gap, or simply how to help parents help their children. We survey parents annually to determine these needs. Each school's ACIP reflects the training needs based on those surveys. There are also boxes at each school where comments are sought from parents and the community. They are a valuable sources for parental input.

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.

Title I funds are used to supplement after all state and local funds are exhausted to provide requested literacy training. These literacy training activities are held throughout the year at each school site. Some are held during school-wide Title I meetings while others are conducted through our various 21st CCLC programs. We also provide a monthly parental engagement newsletter. It offers literacy training as well as tips on how to become a more involved parent.

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.

Washington County Schools may, when appropriate, provide child care services and transportation to allow parents to attend trainings that would not otherwise not be able. These



services are available upon request from the parents. They are informed the services are available in letters announcing the training/meetings.

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

Schools may provide training to parents that show them how to garner participation from non-participating parents. This training is optional to schools that find it appropriate and/or beneficial. Some parents may want to be involved but do not know how. The District seeks to have grade-level parent leaders. These parents actually recruit other parents and train them on how to help, and how to be involved. The parent leaders are a valuable resources most inside and outside the classroom.

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.

The Washington County School District will arrange parent meetings at a variety of times. Each teacher will be available during planning time to meet with parents, as well as after school. Administrators will also make teachers available on parent/conference nights and nights where Title I school related events take place. Some teachers are also available on social media sites for various times during the evening. Parents are encouraged to contact the teachers by email to arrange a time if none of the available times work for them.

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

The LEA, working with local schools, will work to develop a comprehensive model to parental involvement that uses evidence-based approaches. Parent communication tools include an all call system, school websites, open house, parent/teacher conferences, and day and face to face communication. The District began with a global search of the literature on 'parent engagement' - including databases and websites. We also searched the most current editions of about 20 of the most relevant journals of education for relevant articles. Then, we developed a needs assessment built around some major questions under investigation: parents' views, models of parent involvement, school demographics, reporting, and best practice. In so doing, we focused on what the concept of 'parent engagements' means and looks like from the perspectives of parents, teachers and researchers as well as different levels in the home and school. We identified barriers of culture, language, race, power, and bureaucracy that tend to keep parents safely on the margins of engagement. In findings we identified and subsequently developed goals, objectives, and activities based upon evidence which involve all parents.

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 LEA will have two members on the district wide advisory council for each Title I school. The council will meet annually. In the past, the parent involvement advisory council was characterized by volunteers, mostly mothers, assisting in the classroom, chaperoning students, and fundraising. Today, the old model has been replaced with a much more inclusive approach: school-family-community partnerships now include mothers and fathers, stepparents, grandparents, foster parents, other relatives and caregivers, business leaders and community groups—all participating in goal-oriented activities, at all grade levels, linked to student achievement and school success.

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

Washington County Schools work with local businesses and communities organizations to develop a variety of partnerships to assist Title I schools. This include both financial and instructional support. This community involvements foster partnerships among the schools, family and community groups, and individuals. These partnerships result in sharing and

maximizing resources. And they help children and youth develop healthy behaviors and promote healthy families.

### **Sec. 1116(f)**

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

The Washington County School District will use the findings of our parent and family engagement evaluation to design evidence-based strategies that will give a greater participation outcome. We will specifically look at participation in a hierarchy of activities including volunteering, helping with homework, and attending school functions. Weakness in those areas will be identified and strategies will be tweaked based upon those needs. These may include changing the times of activities, and/or providing child care for non-school aged children.

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

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

Signatures at meeting as well as agendas.

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

Oct. 15, 2019

PLAN APPROVED BY (Person or Entity)

John Dickey/WCBE

DATE OF APPROVAL

Sept. 10, 2019

### **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

### **Assurances**

**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))

**SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE**

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There are currently no Goal or Action Step items associated with this Grant.