Lauderdale County School District
LEA Consolidated Plan 2025-2026

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:

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 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.

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.

For the 2025-2026 school year, Lauderdale County Schools (LCSS) will analyze iReady and ACAP data at the district and individual school levels to universally screen students in grades K-11, monitor their progress in achieving the state's student performance standards, and provide data to teachers, administrators, parents, and students. For accountability, students in grades K-3 will be universally screened with iReady for the state reading and math assessments. Grades K-5 students will be assessed using iReady for accountability and progress monitoring. Students in grades 2-8 will also be assessed with ACAP Summative, and Grades 4, 6, and 8 will be assessed in the area of science with ACAP Summative. The Pre-ACT Secure will be given to 10th graders, the ACT Plus Writing for grade 11, the Alabama Alternative Assessment (AAA) for all grades, and Assessing Comprehension and Communication in English State and State ACCESS will be administered to all Limited English Proficient (LEP) students. For progress reporting, ESGI assessments will be used in Kindergarten to assess students' grade level standards and skills across reading, math, and behavioral/social skills at the end of each nine-week grading period. For grades 1-12, progress reports are sent at the midpoint of each nine-week grading period in hard copy and electronically, and report cards are shared with parents at the end of each grading period in hard copy and electronically. Assessment results are either shared from the district level to the school level and from the school level to the students and parents, or directly from the schools to the parents. Teachers will meet with parents at conferences to explain test results, if needed, or provide explanatory

documentation. OSR Pre-K students' skills are assessed and documented in the Teaching Strategies GOLD software platform. These results are shared with parents during required conference times.

The LEA monitors the progress of our academic program by conducting annual program evaluations. To implement a well-rounded program of instruction that meets the needs of all students and challenging State academic standards, at all levels K-12, LCSS uses pacing guides that are aligned with state standards. Lead teachers meet with district administrators to analyze and amend the district pacing guides when new textbooks and/or standards are adopted or when data reveals a trend that our pacing guides are not well aligned with the standards. Through early identification, RTI, and our adopted intervention programs, LCSS intends to meet the academic needs of all students, regardless of their barriers to learning.

2. Sec. 1112(b)(1)(B)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

The LEA intends to provide early identification of students who are at risk for academic failure. LCSS has 21 OSR Pre-K classrooms that assist with the early identification of at-risk students at all eight elementary schools. Through data analysis of individual students by the combined efforts of district and school personnel, using iReady as a universal, beginning-of-year screener, students are identified as at-risk. The RTI framework will be used to identify student needs and target staff who are responsible for providing intervention services (i.e., classroom teacher, reading specialist, and/or reading/math interventionist). Goals for individual student improvement will be set by the school-level Problem Solving Team (PST). Progress for at-risk students will be monitored at school-level PST meetings. District personnel will meet with school leadership teams throughout the school year to monitor the progress of at-risk students and help guide continuous improvement. Mid-year assessment data, as well as Open Court Reading, Eureka Math, iReady Math, iReady CBM, and Edgenuity assessments, will be used in determining the effectiveness of interventions.

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 LEA or school determines needs in meeting the challenging State academic standards.

The LEA will assist students in the attainment of high academic standards by providing additional support in reading, math, and/or behavior. A student's needs and goals for improvement are determined by the school-level PST. Throughout the LEA, teachers are equipped and supported through high-quality, district-wide professional development for evidence-based programs and teaching/learning methods and strategies that will impact students' progress (e.g., ARI Literacy Model and AMSTI). Teachers are trained in how to best adapt their instructional program to meet the needs of individual students (i.e., Response to Intervention tiers, which include small group instruction). The LEA will provide teacher training and up-to-date teaching materials for intensive intervention programs for students most at-risk in reading (SPIRE (K-8) and Elevate (4-12)).

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 LEA's Strategic Plan ensures that students graduate college and/or career-ready. The objectives include professional development for staff, resulting in highly trained teachers and staff who consistently raise student learning and achievement. Improved student learning and academic growth occur through rigorous instruction and continuous learning improvement.

By providing students with a positive school climate in which they feel a sense of belonging and that a caring adult is available to them, research shows that student learning will improve.

Additionally, the LEA strengthens student learning by:

- Identifying and selecting qualifying students in grades 3-6 to participate in the gifted education program to augment the standard course of study.
- Developing four-year personal learning plans for eighth-grade students in preparation for high school.
- Offering expanded opportunities for students in early college courses, which will be taught by district or college faculty.
- Providing honors course offerings when possible.

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

LCSS is committed to placing qualified teachers in every classroom setting and at each grade level in all schools. No disparities exist at this time. This LEA is in a region of the state where two teacher training institutions exist to provide quality teachers for our classrooms.

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.

The LEA uses data to identify schools where comprehensive support and/or targeted school support is needed. Examples of data include (not limited to): average daily attendance, behavior reports, teacher attendance, safety, technology, socio-economic factors (access to reading material, educational level of parents), and free/reduced lunch eligibility. State and Federal Report Cards data will be analyzed to determine student learning progress and schools' student achievement.

7. Sec. 1112(b)(4)

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

Section 1113 states that an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is defined as a school attendance area in which the percentage of children from low-income families meets one or more of the following criteria:

- 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).

As funding is available, schools with 35% of free and reduced lunch rates or higher will continue to be served. For FY26, the Lauderdale County School System will serve Waterloo School (PK-12), Wilson Elementary School (PK-6), Wilson High School (7-12), Underwood School (PK-6), Central Elementary School (PK-6), Central High School (7-12), Rogers Elementary School (PK-6), Rogers High School (7-12), Lauderdale County Elementary School (PK-6), Lauderdale County High School (7-12), Lexington Elementary School (PK-6), Lexington High School (7-12), Brooks Elementary School (PK-6) and Brooks High School (7-12).

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agencies' 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.

Neglected and/or delinquent students are identified through the court system and local community agencies (i.e., Lauderdale County DHR). With the McKinney-Vento grant (when awarded) and Title 1-A set-aside funding, students identified as homeless and in need are provided clothing, school supplies, coverage of school fees and graduation expenses, supplemental transportation resources, and after-school tutoring for students living in a local home for children. Other necessary items and student participation expenses are paid for as needed. The LEA's social workers and student support director assist in meeting the needs of these students.

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 Lauderdale County Board of Education ensures that all children and youth receive a free, appropriate public education and are given meaningful opportunities to succeed in school. This district's policies and procedures follow the requirements of the McKinney-Vento Homeless Education Act of 2001. With the assistance of financial resources, schools ensure that children meeting the definition of homelessness will be free from discrimination, segregation, and harassment. In Lauderdale County, each of the 15 schools is responsible for reviewing data from the Student Incident Report, Problem Solving Team, student surveys, and other sources that indicate the overall culture of the school. Each school is responsible for identifying the strengths and needs of all populations of students, including, but not limited to, the students identified as homeless. All school personnel are responsible for identifying any student needing services and reporting those needs to the homeless liaison. The Lauderdale County School System employs a social worker and federal programs director, serving as homeless liaisons. The staff works cooperatively to identify and serve the homeless student population. Students identified as homeless receive services provided through set-aside Title I funds (e.g., clothing, personal hygiene supplies, restricted gas vouchers, school supplies, school fees, groceries, after-school dependent care, and student support services).

10. Sec. 1112(b)(8)

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

The LEA does not currently use federal funds to support, coordinate, and integrate services for early childhood programs. For FY26, Lauderdale County has 21 Office of School Readiness (OSR) First Class Pre-K classrooms: Brooks Elementary (4), Central Elementary (3), Lauderdale County Elementary (3), Lexington Elementary (2), Rogers Elementary (3), Underwood Elementary (2), Waterloo (1), and Wilson Elementary (3).

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.

The LEA does not have a targeted assistance school. All LCSS-served schools are school-wide.

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.

The LEA does not use federal funds to implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. However, middle school to high school parent meetings are held by all schools. At these meetings, individual student academic tracks are set. Individual student academic track information is added to Kuder, which results in a Four-Year Plan for each student.

All high school students in the LEA participate in a mentoring program (Grades 7-12). The goal of this program is to ease the transition of students from grade to grade in middle and secondary schools.

Three district-wide career coaches are employed to advise high school students in transitioning to college and careers, including:

- Conducting classroom presentations promoting college and career programs and activities.
- Developing job shadowing opportunities for students.
- Planning and implementing student career development plans.
- Recruiting students for technical program activities.
- Working with the Community Task Force to align student and industry needs with college coursework and workforce development activities.
- Assisting students with admissions, financial aid applications, and college registration procedures.

Additional student learning supports include:

- Earning entry-level job placement for students in participating local businesses through the LEA's Cooperative Education Program.
- Participating in College Day at the University of North Alabama and Northwest Shoals Community College, where students learn about admission requirements, financial aid, and registration procedures.

At-risk students are identified and participate in one of three Jobs for Alabama Graduates (JAG) programs. The JAG Specialists assist students with:

- Applying for and securing jobs during and after high school by teaching soft skills, and attending conferences and competitions to demonstrate soft skills competency.
- Retain the active program by meeting the standard that sixty percent (60%) of JAG participants are employed post-graduation.

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.

The LEA does not use federal funds to implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. However, career counseling is provided by high school guidance counselors and career coaches.

The LEA uses a dual-enrollment model program offered for both traditional and virtual classrooms through the guidelines set by the University of North Alabama and Northwest-Shoals Community College. Career coaches, guidance counselors, teachers, and administrators encourage students to participate in dual-enrollment course offerings. Further guidelines are provided in the Board of Education Policy Manual. According to the policy, to participate in dual-enrollment courses, students must attain a certain score on the ACT and/or have a minimum GPA.

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 students, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners).

The LEA does not use federal funds for reducing discipline issues. However, the Lauderdale County School System incorporates strategies to prevent the overuse of discipline that removes students from the classroom. School discipline strategies include:

- Implementing a site-based Learning Support Committee that addresses barriers to learning and promotes student engagement. Learning Support teams incorporate resources, strategies, and practices that provide physical, social, emotional, and intellectual support intended to enable all pupils to have an equal opportunity for success at school.
- Providing support for students who are placed in our In-school suspension. Alternative Behavior Educator (ABE) software modules provide students of all ages and grade levels (kindergarten through high school) with interactive activities that emphasize the importance of responsible behavior. The LEA's commitment is to empower teachers and administrators with the ability to combat dropout rates, disproportionality, the number of referrals, and ISS/OSS assignments.
- Developing Problem-Solving Teams (PST) to provide interventions for academically and behaviorally at-risk students. The goals of the PST teams are:
    - Reducing office referrals and out-of-school suspensions for students who are acting out in class
    - Providing professional development opportunities for administrators to design appropriate disciplinary sanctions.

The Lauderdale County School system hosts two annual Alabama State Department of Education English-Learner professional development workshops for teachers and administrators in Northwest Alabama. The workshops focus on cultural differences and language barriers for English learners (students and families).

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

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

Career and Technical Education (CTE) is a vital part of student learning and engagement in the LEA. College and career-ready standards are implemented in Career and Technical programs in coordination with other CTE and academic learning opportunities. The Allen Thornton Career Technical Center houses fifteen independent programs, including a full-time work-based learning program. In addition to the programs at ATCTC, there are 20 CTE programs dispersed among the system's seven high schools.

The determination of program needs is a result of input and recommendations through data from the Alabama Workforce Development Region 1 and program advisory councils. A state-funded CTE administrator, assistant administrator, and counselor are housed at the ATCTC, overseeing budgeting, program compliance, and operations of all CTE programs at the center and school sites.

Career and Technical Maintenance, Operations & Maintenance, Carl D. Perkins Federal Grants, and state instructional funds sustain CTE programs and ensure that they are compliant with business and industry certification requirements. State initiatives such as the Alabama Simulated Workplace and the addition of career coaches provide experiential learning opportunities and prepare high school students for the workplace or postsecondary advancement.

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.

Lauderdale County schools use a work-based learning (WBL) program for eligible high school seniors. Enrolled students are employed at approved worksites and work under the supervision of a full-time work-based learning coordinator. WBL students receive academic credit as well as hands-on experience in real-world work positions that correspond with their career goals and objectives. Many times, these work opportunities result in full-time employment after graduation. Working alongside industry professionals, participating students gain valuable work experience and resume-building skills. In addition to the WBL program options, the LEA provides high school students with training in employability soft skills before graduation. Using the Smart Work Ethics program materials, the supplemental coursework is included in the required Career Preparedness Course.

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.

The LEA does not use federal funds to serve gifted and talented students. Students and parents/guardians are provided with an LEA Gifted Program outlined in the Parent/Student Handbook for each school year:

Gifted students are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may make a referral of a student.

Additionally, all second-grade students will be observed as potential gifted referrals using a gifted behavior checklist. For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. Using established criteria, points are assigned in a matrix to determine if a student qualifies for gifted services.

Referrals are made by parents or other individuals by contacting the Gifted Specialist or Counselor at the child's school.

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.

The LEA will not use federal funds for our library programs. However, if library materials are needed, federal funds may be allocated on an as-needed basis to schools to fulfill the schools' needs assessments.

19. Sec. 1112(b)(7)

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116 (answered in the written Parent and Family Engagement Policy below).

Lauderdale County School System
Parent and Family Engagement Policy
2025-2026

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

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

- The Federal Programs Advisory Committee will meet to develop the Parent and Family Engagement Written Policy.
- Incorporate parent ideas/suggestions into the LEA Parent and Family Engagement Policy.
- Send parent suggestions from the LEA Parent and Family Engagement Policy to Title I Schools in an effort to improve parent and family engagement.
- An adequate representation of parents will serve on the local school's continuous improvement team to help develop and review the continuous improvement plan.
- Local schools will review current academic data based on state assessments to determine if the school is meeting accountability models.
- Review results of parent feedback, program evaluations, and achievement data for the annual school review and use these data as needed to modify Parent Family Engagement Policy.

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.

- Provide parenting tips through website content, external links, and newsletters.
- Provide parental involvement templates for use in local schools (examples: School-Parent Compacts, CIP support, Annual Meeting PowerPoint, etc.).
- Assist schools with assigning a Parent and Family Engagement Representative and organizing a Parenting Committee.
- Assist schools in developing effective ways to communicate with parents (such as a Calendar of Events, Text Remind, or Call-Out system).
- Assist schools in determining and scheduling volunteer opportunities for parents.
- Assist schools in addressing identified barriers to parental involvement.

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.

- Upon request, information and presenters are available for meetings held for counselors, school staff, and principals.
- Assist parents with enrollment and registration.

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 economically disadvantaged parents, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- Local school administrators will be responsible for evaluating parental engagement with the assistance of district personnel.
- Review, evaluate, and revise the District Parent and Family Engagement Policy annually.
- Distribute the annual parent survey through the local schools. The results of the surveys will be analyzed and reported to the LEA.
- Bring individual school recommendations to the LEA Parent Advisory Committee, which will discuss the results and identify trends. This information will be used to revise the LEA Title I Parent and Family Engagement Policy.
- Share the survey results with school administrators and leadership teams.
- Send any comments of concern, discontent, or disagreement with the current plan to the Federal Programs Director.

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

- Provide local school training sessions for parents (conducted by school staff and administrators).
- Inform parents about the school's extra services (e.g., counseling, speech therapy, etc.).
- Give supplemental learning help in reading and math.
- Make referrals outside of the school (e.g., adult literacy programs, social services, health services, GED, adult career development, etc.).

(iii) strategies to support successful school and family interactions

All Lauderdale County Schools have an open-door policy for our families to have ongoing interaction through volunteerism, community events, and school functions. Schools will inform parents about volunteer work in which they can be involved at their school. Barriers to parent interactions will be identified and addressed.

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.

- Involve an adequate representation of parents on the local school's continuous improvement team to help develop and review the continuous improvement plan.
- Review current academic data based on state assessments to determine if the school is meeting accountability models.
- Inform parents in writing if their local school does not meet accountability requirements.
- Notify parents and provide information about how to be involved in school planning and review committees.

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 to develop, revise, and reviewing the parent and family engagement policy.

- Develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities.
- Provide reasonable support for parental involvement activities as parents may request.
- Review, evaluate, and revise the District Parent and Family Engagement Policy annually.
- Use each school's recommendations as discussion points and trend identification for the Federal Programs Advisory Committee. Revise the LEA Parent and Family Engagement Policy.
- Share school survey results with school administrators and leadership teams.
- Give all comments of concern, discontent, or disagreement with the current plan to the Federal Programs Director.

To build capacity for Parent and Family Engagement, the Local Education Agency will ensure the 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 aid 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, including:

- The State's academic content standards
- The State's student academic achievement standards
- The State and local academic assessments, including alternate assessments
- How to monitor their child's progress
- How to work with educators:
    - Inform parents of current academic content standards.
    - Distribute student academic assessment data to parents.
    - Provide training for parents in understanding state and local assessments.
    - Send home student progress reports every grading period and at mid-nine weeks.
    - Conduct Annual Title I Parent Meetings to discuss the requirements of Part A and inform parents of their rights and what it means to be a Title I school.

H. Describe how it will provide materials and training to help parents 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.

- Providing take-home materials that help parents understand the use of technology in the classroom.
- Assisting families in finding resources and/or providing referrals to agencies to address family needs.
- Communicating important information to parents through emails, school websites, all-call systems, etc.

I. Describe how it will educate teachers, specialized instructional support personnel, principals, 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.

- Informing schools about information and available workshops.
- Purchasing materials and providing training for a cross-section of school personnel on effectively working with parents, including building parental capacity to increase academic achievement.
- Providing training for new teachers on best practices for working with parents.
- Compiling and distributing a list of community agencies.
- Working with teachers and administrators through in-services, faculty meetings, and grade-level meetings to understand the importance of parental involvement.
- Reminding parents of the School-Parent Compact throughout the year about activities in which they can be involved to help their child do better in 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.

- Maintaining Pre-K and preschool partnerships
- Providing information on school expectations and standards for effective parent communication.
- Supplying materials and resources in school counselors' offices.

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.

- Providing translated student registration handbook and student handbook.
- Sending translated forms, letters, etc., to parents with limited English proficiency, when practical.
- Translating communications and related policies.
- Sharing the LEA Parent and Family Engagement Policy on the Lauderdale County School System's website.

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

- Providing training for parents to understand state and local assessments.
- Providing take-home materials that help parents understand the changes in education, such as grading, Chromebooks, etc.
- Scheduling reasonable support at a district level, involving parent activities and training.

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.

Lauderdale County schools may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training. Parent feedback will be used to design and implement effective parent training, including but not limited to technology and its use of technology.

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.

After all other reasonably available sources of funding have been exhausted, we will inform parents of the importance of reading to their child and how best to help him/her at home by providing reading materials and associated information.

O. Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.

- Providing necessary literacy training for parents from Title I, Part A funds (if the school district has exhausted all other reasonably available sources of funding for that training).
- Paying reasonable and necessary expenses associated with parental and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Purchasing reasonable and necessary materials for parent and family engagement activities.
- Encouraging and training parents to engage the involvement of other parents.
- Arranging school meetings on a variety of days/times to maximize parental involvement and participation in their children's education, or conducting in-home conferences between teachers or other educators who work directly with participating children.
- Adopting and implementing model approaches to improving parent and family engagement.
- Establishing an LEA Parent Advisory Committee to inform all matters related to parental involvement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses in parental and family engagement activities.
- Engaging parents through other reasonable support for parental involvement activities under Section 1116, as parents may request.

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

- The LEA may institute parent training meetings at the district level so that parents can conduct turnaround meetings at local schools, addressing the strategies and use of technology in Lauderdale County Schools.

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, to maximize parental involvement and participation.

Lauderdale County schools provide a variety of times and ways for parents to meet. When parents are unable to attend conferences, teachers and administration set up conference calls or use technology to communicate. The Email addresses for all parents in Lauderdale County Schools are on record, and we communicate the different dates and times of meetings throughout the year. Parents can access their child's grades, discipline, schedule, attendance, and statistical information through the Lauderdale County School System's PowerSchool Parent Portal.

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

Lauderdale County uses a collaborative model for parent and family engagement. Partnering with parents may occur through monthly meetings at the district level with training, then turnaround school parent meetings. Collaboration fosters two-way communication, recognizing parents' needs, strengths, and problem-solving ideas. The district and schools will seek to explore new policies, practices, relationships, and attitudes that foster partnering for children's school success.

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.

- Enlisting a parent, or parents, from each school to serve on the advisory committee to provide advice on all matters related to parental involvement.
- Involving parents at the school level in the development and revision of the continuous school improvement plans.

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

- Facilitating support and training for parents with community representatives such as the Lauderdale County Sheriff's Office, local judges, and businesses.
- Assisting families in finding resources and/or providing referrals to agencies to address family needs.

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, parents 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.

- Sharing the translated student handbook.
- Sending translated forms, letters, etc., to parents with limited English proficiency, when practical.
- Providing translation of communications and related policies.
- Facilitating, to the extent practical, parent resource materials in a language that parents can understand.
- Sharing the LEA Parent and Family Engagement Policy on the Lauderdale County School System's website.
- Raising cultural awareness and parental involvement skills through faculty and staff training.
- Providing take-home materials that help parents in a language that parents can understand.

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 minutes from the Parent Advisory Meeting. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2025.

Lauderdale County Board of Education
PLAN APPROVED BY (Person or Entity)

September 3, 2025
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 an emergency or other provisional status through which State qualification or 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 parent of a child who is a student in such school, concerning 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 four (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 levels, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, 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 one 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:
(a) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
(iii) the local educational agency agrees to pay for the cost of such transportation; or
(iv) 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) 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) 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.