Lauderdale County School District
LEA Consolidated Plan 2026-2027

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 2026–2027 school year, Lauderdale County Schools (LCSS) will utilize multiple sources of assessment data, including i-Ready, ACAP, ACT assessments, Alabama Alternate Assessment (AAA), ACCESS for ELLs, ESGI, and other locally developed and classroom-based assessments, to identify student needs, monitor academic growth, evaluate the effectiveness of instruction and interventions, and inform continuous improvement at the district, school, classroom, and individual student levels.

LCSS will use universal screening and progress-monitoring data to identify students who may need additional academic support and to ensure that students are making progress toward Alabama's challenging academic standards. i-Ready will be used as an instructional and progress-monitoring assessment in applicable grade levels, while ACAP Summative and other state assessments will provide information regarding student achievement and progress toward state standards. Students participating in the Alabama Alternate Assessment will be assessed according to state requirements. The ACT and PreACT Secure will provide information regarding college and career readiness. ACCESS for ELLs will be administered to eligible English Learners to measure progress in English language proficiency. Kindergarten students will also be assessed through ESGI to monitor foundational reading, mathematics,

and other developmental skills. OSR Pre-K student progress will be documented through the Teaching Strategies GOLD assessment system in accordance with program requirements.

Assessment data will be analyzed at the district and individual school levels to identify strengths, areas of need, achievement gaps, and trends in student performance. District and school leaders will use disaggregated data to identify student groups that may require additional support and to determine whether current instructional practices, interventions, professional learning, and supplemental services are effectively addressing identified needs. Teachers and instructional teams will use student-level data to differentiate instruction, provide targeted interventions, monitor progress, and adjust instructional strategies as needed.

LCSS will maintain a system for communicating assessment and progress information to students and families. Progress reports and report cards will be provided to parents and guardians throughout the school year through both electronic and, when applicable, hard-copy formats. Teachers and school personnel will communicate assessment results and provide opportunities for parents and guardians to discuss student performance and instructional needs. When appropriate, teachers will meet with parents and guardians to explain assessment results, discuss student progress, and identify strategies for supporting continued academic growth at home. OSR Pre-K assessment information will be shared with families during required conferences and other appropriate communication opportunities.

The LEA will monitor the effectiveness of its academic programs through annual program evaluations, analysis of state and local assessment results, ACIP implementation and evaluation, and ongoing review of student progress. Assessment results will be used to inform the district's comprehensive needs assessment and the development, implementation, and revision of school and district improvement strategies. LCSS will use these processes to ensure that federal programs and resources are aligned with identified student and school needs and contribute to improved student outcomes.

To provide a well-rounded program of instruction that meets the needs of all students and prepares students to meet Alabama's challenging academic standards, LCSS will maintain curriculum and instructional resources aligned to the Alabama Course of Study standards as well as the Literacy and Numeracy Act requirements. District pacing guides and curriculum resources will be reviewed and revised as standards, instructional resources, and adopted materials change or as assessment and other student data indicate a need for adjustment. District instructional leaders, administrators, and teachers will collaborate to ensure that curriculum, instruction, assessment, and intervention are appropriately aligned.

LCSS will provide students with access to a broad range of academic and enrichment opportunities, including English language arts, mathematics, science, social studies, fine arts, physical education, career and technical education, technology, advanced coursework, gifted education, dual enrollment, and other programs appropriate to student interests and needs. These opportunities will be designed to support academic achievement, college and career readiness, student engagement, and the development of the knowledge and skills necessary for success beyond high school.

Through early identification, a multi-tiered system of support, intervention programs, progress monitoring, and differentiated instruction, LCSS will provide appropriate academic support to students who experience barriers to learning. The district will continue to use assessment and other student data to identify needs early, provide targeted interventions, monitor effectiveness, and adjust supports so that all students, including students who are academically at risk, English Learners, students with disabilities, gifted students, and other students with identified needs, have meaningful opportunities to achieve academic success.

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 will provide systems and processes for the early identification of students who are at risk for academic failure and will provide timely, appropriate interventions to address identified academic needs. LCSS operates 21 OSR Pre-K classrooms across eight elementary schools, providing an early opportunity to identify developmental and academic needs and establish appropriate supports as students transition into kindergarten and progress through the K–12 instructional program.

LCSS will use multiple sources of student data to identify students who may be at risk, including universal screening, state and local assessments, classroom performance, progress-monitoring data, attendance, and other relevant student information. i-Ready and other appropriate assessments will be used as universal screening and progress-monitoring tools to identify areas of need and monitor student growth. Data will be analyzed at the individual student, classroom, school, and district levels to identify students who are not making adequate progress toward meeting Alabama's challenging academic standards and who may require additional academic support.

Through the district's Multi-Tiered System of Supports (MTSS) and school-level Problem Solving Teams (PSTs), LCSS will identify student needs, determine appropriate interventions, establish measurable goals, and identify the staff responsible for providing and monitoring interventions. Depending on the student's identified needs, interventions may be provided by classroom teachers, reading specialists, interventionists, instructional support personnel, or other appropriately qualified staff.

Individual student progress will be monitored through ongoing progress-monitoring assessments and reviewed by school-level PSTs. Intervention decisions will be based on multiple sources of evidence and will include consideration of the student's response to instruction and intervention. When data indicate that an intervention is not producing the desired level of growth, the PST will adjust the intensity, frequency, duration, or type of intervention as appropriate.

LCSS will use mid-year and end-of-year assessment data, universal screening results, progress-monitoring assessments, classroom assessments, curriculum-embedded assessments, and other available academic data to evaluate the effectiveness of interventions. Specific instructional programs and assessment tools may include adopted reading and mathematics programs, i-Ready assessments, SPIRE, Do The Math intervention program, curriculum-based measures, Subject.AI assessments, and other district- or school-approved resources.

District personnel will collaborate with school leadership and instructional teams throughout the school year to review data, monitor the progress of students receiving interventions, identify trends and achievement gaps, and provide guidance and support for continuous improvement. District staff will use these reviews to help schools identify students requiring additional support and determine whether instructional practices, interventions, and available resources are effectively addressing identified needs.

Through these coordinated systems, LCSS will work to identify students at risk for academic failure as early as possible, provide timely and evidence-based interventions, monitor their response to those interventions, and adjust supports based on student data. This process will help reduce barriers to learning

and ensure that students have meaningful opportunities to make academic progress and meet Alabama's challenging State academic standards.

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 provide students with additional academic support designed to help them meet or exceed Alabama's challenging academic standards. LCSS will use multiple sources of student data to identify individual academic needs and determine appropriate instructional supports and interventions in reading, mathematics, and other content areas. When behavioral, attendance, social-emotional, or other factors affect a student's ability to access instruction and demonstrate academic progress, appropriate supports will also be considered. School-level Problem Solving Teams (PSTs), in collaboration with classroom teachers and other instructional personnel, will establish appropriate goals for student improvement, identify interventions, and monitor individual student progress.

LCSS will implement a Multi-Tiered System of Supports (MTSS) that provides increasingly intensive levels of academic support based on individual student needs and response to instruction and intervention. Supports may include differentiated core instruction, small-group instruction, targeted intervention, intensive intervention, progress monitoring, and other evidence-based strategies. Intervention decisions will be based on multiple sources of student data and will be adjusted as needed to ensure that students receive the appropriate level and type of support.

Individual student progress will be monitored through classroom assessments, universal screening, curriculum-based assessments, progress-monitoring measures, and other appropriate academic data. PSTs and instructional teams will review student progress at regular intervals to determine whether students are making adequate growth toward identified goals and the State's challenging academic standards. When a student is not making sufficient progress, the team will consider adjustments to the intervention's intensity, frequency, duration, instructional approach, or other appropriate supports.

The LEA will provide high-quality, job-embedded professional learning to ensure that teachers and instructional personnel have the knowledge, skills, and resources necessary to provide effective, evidence-based instruction and interventions. Professional learning will address effective instructional practices, differentiation, data analysis, progress monitoring, intervention strategies, and the implementation of district-adopted curriculum and evidence-based programs. When appropriate, professional learning may include state-supported initiatives and programs such as the Alabama Reading Initiative (ARI) and Alabama Math, Science, and Technology Initiative (AMSTI).

LCSS will provide teachers with current instructional materials, resources, and training necessary to address the needs of students requiring additional or intensive intervention. Depending on student needs and grade level, intervention resources may include intensive reading and mathematics programs such as SPIRE, Elevate, Do The Math intervention, and other evidence-based instructional resources approved or adopted by the district. The LEA will periodically review the effectiveness of intervention programs and resources using student achievement and progress-monitoring data and will make adjustments when data indicate that changes are needed.

Through coordinated professional learning, evidence-based instructional practices, targeted interventions, and ongoing individual student progress monitoring, LCSS will provide additional educational assistance based on

identified student needs. These efforts will ensure that students receive appropriate support to address academic gaps, demonstrate continued academic growth, and meet Alabama's challenging State academic standards.

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 will use its strategic planning, comprehensive needs assessment, and continuous improvement processes to identify and implement instructional and other strategies designed to strengthen academic programs, improve conditions for student learning, and ensure that students make progress toward Alabama's challenging State academic standards. LCSS will use student achievement and growth data, assessment results, attendance, behavior, graduation and postsecondary readiness data, school climate information, stakeholder feedback, and other relevant indicators to identify areas of need and determine appropriate strategies for improvement.

LCSS will provide students with rigorous, standards-aligned instruction and opportunities that develop the academic, technical, and employability skills necessary for success in postsecondary education, workforce training, military service, and/or employment. District and school instructional teams will use assessment and other student data to evaluate the effectiveness of curriculum, instructional practices, interventions, and supplemental programs. When data indicate that students or student groups are not making adequate progress, the LEA and schools will identify and implement appropriate instructional adjustments, interventions, professional learning, and other supports.

A key component of this work is the development of highly effective educators and school leaders. LCSS will provide high-quality professional learning and instructional support designed to strengthen educators' content knowledge, instructional practices, use of student data, differentiation, intervention strategies, and ability to meet the diverse needs of learners. Professional learning needs will be identified through student achievement data, classroom and school-level needs, program evaluations, observations, and other relevant information. The LEA will monitor the impact of professional learning and instructional initiatives through student achievement, academic growth, implementation data, and other relevant measures of program effectiveness.

LCSS recognizes that a positive, supportive school climate is an important component of student success and academic achievement. The LEA will support school environments in which students feel safe, valued, connected, and supported and have access to caring adults and appropriate academic, behavioral, and social-emotional supports. Schools will use student and school data, including attendance, discipline, school climate, and other available indicators, to identify barriers to student engagement, attendance, and achievement. Schools will implement strategies to strengthen student belonging, engagement, positive behavior, attendance, and successful learning and will monitor the effectiveness of these strategies through their continuous improvement processes.

LCSS will strengthen college and career readiness through a variety of instructional programs, enrichment opportunities, and student supports, including:

- Gifted education: Identifying students who demonstrate gifted characteristics and providing appropriate services and enrichment opportunities that extend and challenge students' learning beyond the core curriculum.

- College and career planning: Developing and utilizing individualized four-year plans and other college and career planning tools to help students establish goals, select appropriate coursework, and prepare for successful transitions to postsecondary opportunities.
- Early college and dual enrollment opportunities: Providing eligible students opportunities to participate in college-level coursework and earn postsecondary credit through partnerships with institutions of higher education and other approved providers.
- Advanced coursework: Providing honors, advanced, and other appropriately rigorous course offerings that challenge students and prepare them for postsecondary education and career opportunities.
- Career and technical education: Providing students with opportunities to explore and develop career-specific knowledge and technical skills through CTE programs, work-based learning, industry-recognized credentials, internships, and other workforce-development opportunities.
- Student support and transition services: Providing students with academic advising, counseling, career exploration, mentoring, and other supports to assist them in successfully transitioning between grade levels and from high school to postsecondary education, training, military service, or employment.

LCSS will use the ACIP and district continuous improvement processes to monitor the implementation and effectiveness of these strategies. Schools will review relevant academic, attendance, behavior, graduation, postsecondary readiness, school climate, and participation data to determine whether strategies are improving student outcomes and school conditions. District personnel will collaborate with school leadership and instructional teams to review progress, identify successful practices and areas requiring additional support, and make adjustments based on data.

Through this continuous improvement process, LCSS will identify and implement evidence-based instructional and other strategies, monitor their effectiveness, and use the results to strengthen academic programs and improve conditions for learning. These efforts will help ensure that all students have equitable access to rigorous instruction, supportive learning environments, appropriate interventions, and meaningful opportunities to meet Alabama's challenging State academic standards and prepare for success beyond high school.

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

Lauderdale County Schools (LCSS) is committed to ensuring that all students, regardless of school, grade level, income status, race, ethnicity, or other student characteristics, have equitable access to effective, experienced, and appropriately certified teachers and other qualified instructional personnel. The LEA will monitor educator qualifications, certification status, years of experience, staffing assignments, vacancies, and other relevant educator data to identify any disparities in access to qualified and effective educators among schools and student groups.

LCSS will annually review educator and student demographic data to determine whether low-income students and minority students are disproportionately assigned to ineffective, inexperienced, or out-of-field teachers when compared with other students. The LEA will examine this information at the school, grade-level, and subject-area levels and will use available state and local educator data to identify patterns or areas of concern.

When disparities are identified, LCSS will work with school administrators and district personnel to determine the factors contributing to the disparity and develop appropriate strategies to address the identified need. Strategies may include targeted recruitment efforts, assistance with teacher certification and licensure, mentoring and

induction for inexperienced teachers, professional learning, strategic staffing and assignment practices, teacher leadership opportunities, and efforts to improve educator recruitment and retention in schools or subject areas experiencing staffing challenges.

LCSS benefits from its location in a region with access to institutions of higher education that prepare and certify educators for service in Alabama schools. The LEA will continue to strengthen partnerships with regional educator preparation programs and institutions of higher education to support teacher recruitment, internships, clinical experiences, alternative pathways to certification when appropriate, and the development of future educators.

The LEA will also implement recruitment, induction, professional learning, mentoring, and retention strategies designed to attract and retain effective educators. New and developing teachers will receive appropriate support to strengthen instructional practices, classroom management, data-informed instruction, differentiation, and other skills necessary for student success. Professional learning opportunities will be aligned with identified student and educator needs and will support the implementation of evidence-based instructional practices and Alabama's challenging academic standards.

LCSS will monitor the effectiveness of its efforts through ongoing review of educator staffing and qualification data, teacher retention and vacancy information, student achievement data, and other relevant indicators. If disparities persist, the LEA will revise or strengthen its recruitment, staffing, professional learning, mentoring, and retention strategies as appropriate.

Through these processes, LCSS will identify and address inequities in access to effective, experienced, and appropriately certified teachers and work to ensure that low-income students and minority students have equitable access to high-quality educators and rigorous instructional opportunities.

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.

Lauderdale County Schools (LCSS) will use multiple sources of quantitative and qualitative data to identify schools and student groups that may require additional support and to inform continuous improvement efforts. The LEA will analyze data at the district, school, and student-group levels to identify areas of strength, achievement gaps, trends, and barriers that may affect student academic success.

Data reviewed may include, but are not limited to:

- State assessment and accountability data, including ACAP and other applicable state assessments;
- State and Federal Report Card data;
- Student academic achievement and growth data;
- Attendance and chronic absenteeism data;
- Discipline and behavioral data;
- Graduation, retention, and dropout data;
- English Learner and English language proficiency data;
- Data related to students with disabilities and other student groups;
- Economically disadvantaged student data and other indicators of student need;
- Teacher certification, staffing, attendance, and retention data;

- School climate, safety, and student engagement data;
- Access to instructional materials, technology, and other educational resources;
- Parent and family engagement data; and
- Other school- or district-level data identified through the comprehensive needs assessment.

LCSS will use these data to identify schools and student groups that demonstrate a need for additional support, including schools identified through the state accountability system for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), as applicable. The LEA will collaborate with identified schools to conduct a comprehensive review of student and school data, identify the underlying causes contributing to identified needs, and develop appropriate evidence-based strategies through the school-level ACIP and district continuous improvement processes.

For schools identified for CSI or TSI support, LCSS will provide ongoing technical assistance, guidance, and support to school leadership and improvement teams. District personnel will work with identified schools to review their data, establish measurable improvement goals, identify evidence-based strategies, determine appropriate progress measures, and develop or revise the school's ACIP as required. The LEA will assist schools in identifying appropriate professional learning, instructional interventions, staffing supports, family engagement strategies, and other resources necessary to address identified needs.

LCSS will monitor the implementation and effectiveness of improvement strategies throughout the school year rather than relying solely on annual accountability results. District and school leadership teams will review student achievement, academic growth, attendance, discipline, school climate, and other relevant data at regular intervals. The LEA will provide additional technical assistance or support when schools are not demonstrating adequate progress and will work with school leadership to adjust strategies, interventions, or resource allocations when data indicate that additional or different supports are needed.

The LEA will ensure that identified schools have opportunities to engage appropriate stakeholders, including teachers, administrators, parents and families, and other relevant partners, in the development, implementation, and evaluation of improvement strategies. Stakeholder feedback and participation data will be considered when evaluating the effectiveness of school improvement efforts.

LCSS will strategically align federal, state, and local resources with identified school and student needs and will prioritize available resources and technical assistance to support schools identified for additional support. District personnel will monitor the use and effectiveness of these resources and provide guidance to ensure that funds and other supports are used to address identified needs and improve student outcomes.

Through this process, LCSS will fulfill its responsibilities for CSI and TSI schools by identifying needs, supporting comprehensive data analysis, assisting with improvement planning, providing technical assistance and resources, monitoring implementation and outcomes, and adjusting supports based on evidence of progress. These efforts will be integrated into the LEA's overall continuous improvement process and will be designed to improve student achievement, academic growth, school climate, and outcomes for all students.

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).

Lauderdale County Schools (LCSS) will identify and select eligible school attendance areas for Title I, Part A services in accordance with Section 1113 of the Elementary and Secondary Education Act (ESEA), applicable Alabama State Department of Education guidance, and the availability of Title I funds.

An eligible school attendance area is one 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. LCSS will annually review current poverty data and enrollment information to determine the eligibility of each school attendance area.

When Title I funds are insufficient to serve all eligible school attendance areas, LCSS will rank eligible attendance areas in accordance with federal requirements. Eligible school attendance areas with poverty rates exceeding 75 percent will be ranked, without regard to grade span, from highest to lowest poverty percentage and served in rank order until available funds are exhausted. The LEA will apply any applicable federal provisions regarding the use of feeder patterns or alternate poverty thresholds for secondary schools.

For secondary schools, LCSS may use the percentage of low-income students in the elementary school attendance areas that feed into a secondary school to estimate the secondary school's poverty percentage, consistent with the requirements of Section 1113. If the LEA elects to use feeder patterns, it will follow the required notification and approval procedures for participating secondary schools. LCSS may also use the federally permitted lower poverty threshold for high schools when determining eligibility and ranking, as applicable.

For FY2027, LCSS will continue to review poverty data annually and will apply Title I eligibility and selection criteria to the district's current school configurations and grade spans following the recent elementary school reconfiguration. Schools with poverty rates of 35 percent or higher will be considered eligible for Title I services; however, final selection and service decisions will be based on the applicable federal eligibility and ranking requirements, available Title I funds, and the LEA's established Title I selection and allocation procedures.

Based on current FY2027 planning and available funding, the schools identified for Title I services are:

- Brooks Primary School (PK–2)
- Brooks Elementary School (3–6)
- Brooks High School (7–12)
- Central Primary School (PK–2)
- Central Elementary School (3–6)
- Central High School (7–12)
- Lauderdale County Primary School (PK–2)
- Lauderdale County Elementary School (3–6)
- Lauderdale County High School (7–12)
- Lexington Elementary School (PK–6)
- Lexington High School (7–12)
- Rogers Elementary School (PK–6)
- Rogers High School (7–12)
- Underwood School (PK–6)
- Waterloo School (PK–12)
- Wilson Elementary School (PK–6)
- Wilson High School (7–12)

LCSS will annually review poverty data, enrollment, grade configurations, feeder patterns when applicable, available Title I funds, and other relevant information to determine school eligibility, ranking, selection, and allocation of Title I resources. The LEA will maintain documentation supporting its eligibility and allocation decisions and will ensure that Title I funds are directed in accordance with federal requirements and toward schools and students with the greatest identified need.

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.

Lauderdale County Schools (LCSS) operates schoolwide Title I programs in all Title I-served schools and does not currently operate a Targeted Assistance School under Section 1115. Schoolwide programs will use a comprehensive approach to improve the educational program for all students, with particular attention to students who are at risk of academic failure or who experience barriers to academic achievement. Title I resources will supplement the regular educational program and will be aligned with identified needs through the district's comprehensive needs assessment, school-level ACIPs, and continuous improvement processes.

Schoolwide Title I programs may support activities such as evidence-based instruction and intervention, supplemental instructional materials and resources, professional learning, family engagement, extended learning opportunities, and other allowable activities designed to improve student achievement and address identified academic needs. Schools will use student achievement, assessment, attendance, behavior, and other relevant data to identify needs, monitor progress, evaluate the effectiveness of strategies, and make adjustments as appropriate.

Because LCSS does not currently have a Targeted Assistance School, the LEA does not operate a Section 1115 targeted assistance program. If a school were to become subject to targeted assistance requirements, LCSS would implement the program in accordance with federal requirements and would identify eligible students based on multiple measures of need and provide supplemental services designed to help those students meet challenging State academic standards.

LCSS will maintain procedures for identifying and supporting students who are experiencing homelessness, are neglected or delinquent, or otherwise require additional assistance due to circumstances that may create barriers to educational success. Students may be identified through collaboration among families, school personnel, the court system, the Lauderdale County Department of Human Resources (DHR), local agencies, residential facilities, and other community partners.

When students are residing in local institutions or residential facilities for neglected or delinquent children, LCSS will coordinate with facility personnel, school staff, and appropriate agencies to provide educational services and supplemental supports based on individual student needs. Services may include academic tutoring, instructional materials, school supplies, transportation assistance, counseling or student support services, and other allowable educational services. LCSS will provide educational services to students in community settings when applicable and consistent with federal and state requirements.

When McKinney-Vento funds are awarded, the LEA will use those funds in accordance with federal requirements to provide supplemental services and remove barriers to school enrollment, attendance, participation, and academic success for students experiencing homelessness. Depending on individual student needs and the availability and allowability of funds, supports may include school supplies and instructional materials, clothing and personal necessities, school fees, graduation-related expenses, transportation assistance, academic tutoring, and other allowable services necessary to support educational access and success.

Title I, Part A funds, including applicable set-asides, will be used in accordance with federal requirements to provide supplemental academic and other allowable services to eligible students and to address identified barriers to educational success. LCSS will coordinate federal program resources to ensure that services are supplemental and that students receive appropriate support without supplanting other required services.

LCSS social workers, the Director of Student Services, Homeless Liaison, Director of Federal Programs, school administrators, counselors, and other appropriate personnel will collaborate to identify student needs, coordinate available resources, and monitor student progress. The LEA will maintain partnerships with community agencies and organizations to connect students and families with additional resources when needs extend beyond the services that can be provided through federal education funds.

The LEA will monitor academic progress, attendance, enrollment, participation, and other relevant indicators for students receiving supplemental supports. LCSS will use available data to evaluate the effectiveness of services and will adjust supports as appropriate to ensure that students experiencing homelessness, neglect, delinquency, or other significant barriers have equitable access to educational opportunities and the supports necessary to remain engaged in school and achieve academic success.

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 is committed to ensuring that children and youth experiencing homelessness have access to a free and appropriate public education and meaningful opportunities to succeed in school. Lauderdale County Schools (LCSS) will implement policies, procedures, and practices consistent with the McKinney-Vento Homeless Assistance Act and applicable federal and state requirements to ensure that students experiencing homelessness are identified promptly and provided equitable access to enrollment, attendance, educational programs, transportation, and support services.

LCSS will work to ensure that students experiencing homelessness are free from discrimination, segregation, and harassment and have the same opportunities to participate in educational programs and activities as their housed peers. Schools will use multiple sources of information to identify students who may be experiencing homelessness, including enrollment information, attendance data, student and family communications, school personnel referrals, student support teams, surveys, and information received from community agencies and other partners.

Each of the district's schools is responsible for monitoring student needs, identifying potential barriers to educational access and success, and promptly referring students who may be experiencing homelessness to the district's Homeless Liaison. All school personnel share responsibility for recognizing potential indicators of homelessness and ensuring that students and families are connected with appropriate school and community resources.

LCSS will maintain designated Homeless Liaison responsibilities to coordinate the identification, enrollment, and provision of services for students experiencing homelessness. The Homeless Liaison will collaborate with school administrators, counselors, social workers, the Director of Student Services, Federal Programs personnel, families, and community agencies to assess student needs, coordinate services, and ensure that eligible students receive the protections and supports required under McKinney-Vento.

Title I, Part A funds reserved for homeless children and youth under Section 1113(c)(3)(A) will be used to provide services that support the enrollment, attendance, participation, and academic success of students experiencing homelessness. These funds may be used for supplemental educational and support services that are reasonable, necessary, allowable, and directly related to removing barriers to the student's educational success. Depending on individual student needs, services may include school supplies and instructional materials, clothing, personal hygiene and health-related necessities, school fees, graduation-related expenses, academic tutoring, transportation assistance, and other allowable supports.

When McKinney-Vento funds are awarded, LCSS will coordinate those funds and services with the Title I homeless set-aside and other available resources to avoid duplication and maximize support for students and families. McKinney-Vento funds will be used in accordance with federal requirements to address educational barriers and provide supplemental services for eligible students experiencing homelessness. Services may include transportation, school supplies, clothing and personal necessities, academic support, emergency assistance, and referrals or connections to other community resources, as allowable under the program.

LCSS will continue to develop and maintain partnerships with community organizations and agencies to provide additional resources to students and families experiencing homelessness. These partnerships may include the Lauderdale County Department of Human Resources, community action agencies, local shelters and housing providers, faith-based organizations, healthcare and mental health providers, and other community partners. The LEA will coordinate services with these organizations when appropriate to address needs that extend beyond the services that can be provided through federal education funds.

The LEA will monitor the enrollment, attendance, academic progress, participation, and other relevant indicators of students experiencing homelessness and will use available data to evaluate the effectiveness of services and identify additional needs. The Homeless Liaison and district and school personnel will monitor whether identified barriers have been addressed and whether students are receiving the supports necessary to remain enrolled, attend regularly, participate fully in school, and make academic progress.

Through coordinated Title I, McKinney-Vento, school, district, and community efforts, LCSS will work to minimize educational disruption, remove barriers to enrollment and attendance, provide appropriate supplemental academic and support services, and ensure that students experiencing homelessness have meaningful opportunities to meet challenging State academic standards and achieve academic success.

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

Lauderdale County Schools (LCSS) does not currently use federal funds to directly support the operation of Office of School Readiness (OSR) First Class Pre-K classrooms. However, the LEA will coordinate with state-funded early childhood programs, families, elementary and primary school staff, and other appropriate early childhood providers to promote school readiness, early identification of student needs, and successful transitions from early childhood programs into kindergarten and the K–12 educational system.

For the 2026–2027 school year, LCSS has 21 OSR First Class Pre-K classrooms located across the district's elementary and primary schools. These classrooms provide eligible young children with access to high-quality early childhood education and opportunities to develop foundational academic, social-emotional, behavioral, and school-readiness skills.

Following the district's elementary school reconfiguration, OSR First Class Pre-K classrooms are located at:

- Brooks Primary School – 4 classrooms
- Central Primary School – 3 classrooms
- Lauderdale County Primary School – 3 classrooms
- Lexington Elementary School – 2 classrooms
- Rogers Elementary School – 3 classrooms
- Underwood School – 2 classrooms
- Waterloo School – 1 classroom
- Wilson Elementary School – 3 classrooms

LCSS will coordinate with OSR teachers and personnel, kindergarten teachers, school administrators, counselors, families, and other appropriate staff to support a smooth transition from Pre-K to kindergarten. Transition activities

may include communication between early childhood and kindergarten staff, sharing appropriate student information and developmental data, family communication and orientation activities, kindergarten registration and enrollment support, and opportunities for families to become familiar with the school environment, expectations, and available services.

Information regarding students' academic, developmental, social-emotional, and school-readiness skills will be used, as appropriate and consistent with applicable requirements, to support continuity of instruction and to identify students who may benefit from additional academic, behavioral, developmental, or other support services. When needs are identified, school personnel will use established district processes, including the MTSS/PST framework when appropriate, to connect students with appropriate interventions and supports.

LCSS will also work to maintain communication with families during the transition to kindergarten and provide information regarding school expectations, available programs and services, enrollment requirements, and ways families can support their child's continued development and academic success.

The LEA will coordinate early childhood services with other federal, state, and local programs when appropriate and allowable. Federal funds will not be used to supplant state or local funding for OSR Pre-K services. When federal funds are used to support allowable activities benefiting eligible students or families, LCSS will ensure that those activities are coordinated with existing early childhood services and are implemented in accordance with applicable federal and state requirements.

Through these coordinated efforts, LCSS will support continuity between early childhood and elementary education, promote early identification of student needs, strengthen family engagement, and help ensure that children enter kindergarten prepared to participate successfully in the elementary school program.

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.

Lauderdale County Schools (LCSS) does not currently operate any Title I, Part A Targeted Assistance Schools under Section 1115. All LCSS schools receiving Title I, Part A funds operate schoolwide programs under Section 1114. Therefore, the Section 1115 requirement to identify and serve individual eligible children most in need of Title I services does not currently apply to LCSS.

Under the schoolwide program model, LCSS schools use Title I resources to support comprehensive strategies designed to improve the educational program for all students, with particular attention to students who are at risk of not meeting Alabama's challenging State academic standards. Schools use multiple sources of data to identify academic, behavioral, attendance, and other barriers to student success and to determine appropriate interventions and supports through the school's comprehensive needs assessment, ACIP, and continuous improvement processes.

School leaders and instructional personnel collaborate with teachers, parents and families, counselors, interventionists, paraprofessionals, specialized instructional support personnel, and other appropriate stakeholders to review student needs and determine appropriate instructional and support strategies. Student achievement data, universal screening and progress-monitoring results, classroom performance, attendance, behavior, and other relevant information may be considered when identifying students who need additional support.

If an LCSS school were identified in the future as a Targeted Assistance School, the LEA would implement the identification and selection procedures required under Section 1115. Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, specialized instructional support personnel, and other appropriate staff, would use multiple objective criteria to identify eligible students most in need of Title I services. The LEA would ensure that student selection procedures are based on academic need and are implemented in accordance with federal and state requirements.

Through its current schoolwide model, LCSS will continue to monitor student progress, evaluate the effectiveness of interventions and instructional strategies, and adjust supports as needed to ensure that students who are most at risk of academic failure receive appropriate assistance and meaningful opportunities to meet challenging State academic standards.

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.

Lauderdale County Schools (LCSS) does not currently use federal funds to directly support strategies for transitioning students from middle grades to high school or from high school to postsecondary education. However, the LEA provides a coordinated system of transition supports through school counseling, mentoring, career coaching, academic planning, career and technical education, dual enrollment, work-based learning, and partnerships with institutions of higher education, employers, and other community partners.

To support the transition from middle school to high school, schools provide students and families with transition meetings and opportunities for academic and career planning. Students and parents receive information regarding graduation requirements, course selection, advanced coursework, career pathways, career and technical education opportunities, and postsecondary options. Individual student academic and career plans are developed and maintained through the district's college and career planning system and are used to establish an appropriate four-year plan. School counselors, teachers, administrators, and career coaches work with students and families to ensure that course selections and academic plans are aligned with students' interests, abilities, graduation requirements, and postsecondary goals.

LCSS provides mentoring and student support opportunities throughout grades 7–12 to help students successfully transition from grade to grade, remain engaged in school, and develop positive relationships with caring adults. These programs provide academic, social, and career guidance and help identify and address barriers that may interfere with student success.

The LEA employs four district-wide career coaches who provide coordinated college and career readiness services and assist students with postsecondary transitions. Career coaches support students through activities that may include:

- Conducting classroom presentations related to college, career, and workforce opportunities;
- Coordinating job-shadowing, work-based learning, internships, and career exploration opportunities;
- Assisting students with the development and implementation of individual career and academic plans;
- Recruiting and preparing students for career and technical education and workforce-development opportunities;
- Collaborating with the Community Task Force, local businesses, institutions of higher education, and other community partners to align student interests and skills with workforce and postsecondary opportunities;

- Assisting students with college admissions, financial aid applications, registration, and other postsecondary enrollment processes; and
- Connecting students with career certifications, employment opportunities, internships, and other work-based learning experiences.

LCSS will continue to strengthen partnerships with institutions of higher education, including the University of North Alabama and Northwest Shoals Community College, to expand postsecondary opportunities for students. Through dual-enrollment and early college opportunities, eligible students may earn college credit while enrolled in high school. Career coaches, counselors, teachers, and administrators will encourage eligible students to participate and assist them in understanding admission requirements, course options, registration procedures, and other requirements for successful participation.

The LEA will also coordinate with local employers and workforce partners to provide students with authentic career experiences. Career and technical education programs, cooperative education, work-based learning, job-shadowing opportunities, internships, industry-recognized credentials, career fairs, campus visits, and other workforce-development activities will provide students with opportunities to connect classroom learning to career and postsecondary goals. These partnerships will help align student preparation with local workforce needs and provide opportunities for students to develop employability and technical skills.

LCSS will identify students who may be at risk of not graduating or successfully transitioning to postsecondary education, training, military service, or employment and will connect those students with appropriate supports. Students may participate in Jobs for Alabama's Graduates (JAG) programs, where JAG Specialists provide individualized support focused on employability skills, career exploration, job preparation, academic persistence, and successful transition into employment or further education. Students may also participate in career-readiness activities, conferences, competitions, work-based learning, and other opportunities designed to develop the knowledge and skills necessary for successful employment and postsecondary success.

LCSS will monitor participation, course completion, graduation, postsecondary enrollment, credential attainment, employment, and other relevant indicators to evaluate the effectiveness of transition and college and career readiness initiatives. The LEA will use these data through its continuous improvement and ACIP processes to identify gaps, strengthen partnerships, expand opportunities, and adjust supports as needed.

Through these coordinated efforts, LCSS will help students successfully transition from middle school to high school and from high school to postsecondary education, workforce training, military service, and/or employment, while strengthening connections among schools, families, institutions of higher education, employers, and the local community.

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.

Lauderdale County Schools (LCSS) does not currently use federal funds to directly implement strategies specifically designed to facilitate transitions from middle school to high school or from high school to postsecondary education. However, the LEA provides comprehensive college and career counseling and transition support through school counselors, district career coaches, teachers, administrators, and community and postsecondary partners.

To support the transition from middle school to high school, students and families receive academic and career guidance related to graduation requirements, course selection, career pathways, advanced coursework, and postsecondary opportunities. School counselors, teachers, administrators, and career coaches work with students to identify their interests, strengths, abilities, and academic and career goals and use this information to help students develop appropriate academic and career plans. Individual student plans are used to guide course selection and help students establish a pathway toward their postsecondary goals.

LCSS will increase student awareness of and access to dual enrollment, concurrent enrollment, and early college opportunities for eligible students through partnerships with the University of North Alabama (UNA) and Northwest Shoals Community College (NWSCC). Opportunities may be offered through traditional and virtual course delivery models in accordance with the requirements of the participating postsecondary institution. Career coaches, counselors, teachers, and administrators will communicate available opportunities to students and families, encourage eligible students to participate, and assist students in selecting courses that align with their academic interests, career goals, and postsecondary plans.

Participation in dual or concurrent enrollment will be governed by requirements established by the participating postsecondary institution and applicable Lauderdale County Board of Education policies. Eligibility requirements may include minimum ACT scores, grade point average requirements, placement requirements, and other criteria established by the college or university and the district. Students and families will receive information regarding eligibility requirements, available courses, registration procedures, costs, and other program expectations. LCSS will work to identify and address barriers that may limit eligible students' participation in these opportunities.

Career coaches and school counselors will provide individual and group career counseling to help students identify interests, skills, aptitudes, and career goals. Counseling and career exploration activities may include career assessments, classroom presentations, individual planning, career fairs, college visits, job-shadowing, work-based learning, career and technical education opportunities, and information about postsecondary education and workforce pathways.

LCSS will also connect students' academic and career interests to Career and Technical Education (CTE), work-based learning, internships, industry-recognized credentials, and local workforce opportunities. These experiences will provide students with opportunities to apply academic learning in authentic settings and develop the technical and employability skills necessary for success after graduation.

The LEA will continue to expand awareness of and access to dual enrollment, early college, career and technical education, work-based learning, and other postsecondary opportunities. LCSS will monitor participation and outcome data, including participation by student groups, course completion, college credit earned, graduation, postsecondary enrollment, credential attainment, and other relevant indicators, to identify gaps in access and opportunities for improvement.

Through these coordinated efforts, LCSS will provide students with multiple pathways to explore their interests and skills, earn college credit, develop career-ready skills, and establish a clear and supported plan for success after high school.

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).

Lauderdale County Schools (LCSS) does not currently use federal funds specifically for discipline reduction initiatives. However, the LEA is committed to maintaining safe, supportive, and inclusive learning environments and to using proactive, evidence-based strategies that reduce unnecessary exclusionary discipline and minimize the removal of students from instructional settings.

LCSS will use multiple sources of student and school data to monitor discipline trends, identify schools and student groups that may need additional support, and evaluate potential disparities or disproportionality in disciplinary practices. Data may include office referrals, in-school and out-of-school suspensions, expulsions when applicable, attendance, behavioral incidents, school climate information, and other relevant indicators.

Discipline data will be reviewed and disaggregated, as appropriate, by economically disadvantaged status, major racial and ethnic student groups, students with disabilities, English Learners, grade level, school, and other relevant student characteristics. The LEA and schools will use these data to identify patterns, determine whether particular student groups or schools are experiencing disproportionate rates of exclusionary discipline, and identify areas requiring additional support.

School-based support systems may include:

- Learning Support Teams: Schools will utilize site-based teams to identify and address barriers to learning and student engagement. These teams may coordinate academic, behavioral, social-emotional, and other appropriate supports to help students remain engaged in the instructional environment and have equitable opportunities for success.

- Multi-Tiered System of Supports (MTSS): LCSS will use a tiered approach to identify students requiring additional behavioral and academic support and provide interventions based on individual student needs and response to intervention.

- Problem-Solving Teams (PST): PSTs will address academic and behavioral concerns for students who are at risk and develop individualized interventions, goals, and progress-monitoring plans. Behavioral interventions may focus on reducing repeated office referrals, classroom disruptions, and unnecessary exclusionary disciplinary consequences.

- In-School Suspension Support: When students are assigned to in-school suspension, schools will provide structured opportunities for students to continue academic work while addressing the behaviors that resulted in the disciplinary consequence. Where appropriate, schools may utilize evidence-based behavioral resources and instructional activities that reinforce responsible decision-making, conflict resolution, self-management, and positive behavior.

- Professional Learning: LCSS will provide administrators, teachers, and other appropriate personnel with professional learning related to classroom management, positive behavioral supports, de-escalation, student engagement, culturally responsive practices, conflict resolution, and appropriate disciplinary responses.

LCSS will emphasize interventions that address the underlying causes of student behavior while maintaining appropriate expectations for student conduct. Schools will provide students with opportunities to develop self-management, problem-solving, conflict-resolution, and other skills that support successful participation in the school environment.

When discipline data indicate disproportionality or unusually high rates of exclusionary discipline at a school or among a particular student group, the LEA and affected school will review the data to identify contributing factors and determine appropriate corrective strategies. Strategies may include targeted professional learning, increased behavioral and student support, review of classroom and school discipline practices, additional interventions through MTSS or PST, family engagement, and other evidence-based approaches. Progress will be monitored to determine whether implemented strategies are reducing identified disparities and improving student outcomes.

LCSS will also provide professional learning and support related to serving English Learners and communicating effectively with students and families from diverse linguistic and cultural backgrounds. These efforts will help staff recognize and address language and cultural barriers that may affect student engagement, behavior, family communication, and access to educational opportunities.

The LEA will incorporate discipline trends and identified needs into school improvement and ACIP processes. District and school leadership will review discipline data throughout the school year and will adjust interventions, professional learning, and other supports when data indicate that additional or different strategies are needed.

Through these coordinated efforts, LCSS will promote positive school climates, strengthen student engagement, reduce unnecessary removal from instruction, address disparities in disciplinary practices, and ensure that discipline practices are fair, appropriate, and supportive of student success.

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 an integral component of the Lauderdale County School System's (LCSS) college and career readiness efforts. LCSS will continue to support programs that integrate academic and career and technical education content through rigorous, standards-aligned instruction and coordinated instructional strategies. CTE programs provide students with opportunities to develop academic, technical, employability, and career-specific skills while connecting classroom learning to postsecondary education, industry credentials, and workforce opportunities.

The Lauderdale County Innovation Center (LCIC) serves as a central hub for career and technical education and houses 15 independent CTE programs, including a full-time work-based learning program. In addition to programs offered at LCIC, CTE opportunities are available at the district's seven high schools, providing students with access to a broad range of career pathways and industry-related experiences.

LCSS will continue to evaluate and develop CTE program offerings based on student interest and participation, workforce demand, employment trends, postsecondary opportunities, program outcomes, and input from the Alabama Workforce Development Region 1, local business and industry partners, program advisory councils, institutions of higher education, and other stakeholders. This process will help ensure that CTE programs remain responsive to current and emerging workforce needs and provide students with meaningful opportunities to develop skills aligned with regional and state workforce priorities.

CTE educators will collaborate with academic teachers, counselors, career coaches, and administrators to connect academic coursework with technical and career-related learning. Where appropriate, instructional strategies will incorporate project-based learning, hands-on activities, problem-solving, simulations, laboratory experiences, work-based learning, internships, job shadowing, and other experiential learning opportunities. These approaches will allow students to apply academic concepts in authentic settings while developing the technical and employability skills required for success in postsecondary education and the workplace.

CTE programs are supported through a combination of federal, state, and local resources. Perkins funds, state CTE funds, local funds, and other available resources will be used, as allowable, to support instructional materials and equipment, professional learning, student services, work-based learning, career development, program improvement, and other activities that strengthen CTE programs and student outcomes.

State and local CTE initiatives provide students with opportunities for authentic, hands-on learning experiences. Programs such as Alabama Simulated Workplace and work-based learning allow students to apply technical and employability skills in environments that mirror actual workplace expectations. Eligible students may participate in work-based learning opportunities that provide academic credit, hands-on experience, and opportunities to develop workplace skills aligned with their individual career goals.

Career coaches, CTE educators, counselors, and other school personnel will assist students in identifying their interests, strengths, and career goals; exploring career pathways; selecting appropriate coursework; pursuing industry-recognized credentials; participating in work-based learning; and connecting high school coursework to postsecondary education and employment opportunities.

LCSS will continue to strengthen partnerships with local businesses, industries, institutions of higher education, workforce-development organizations, and community partners to expand opportunities for career exploration, technical training, credential attainment, internships, job shadowing, and work-based learning. These partnerships will help students develop skills that are aligned with high-demand occupations and the workforce needs of Lauderdale County and the surrounding region.

The LEA will monitor CTE enrollment and participation, access to CTE programs, industry-recognized credential attainment, work-based learning participation, completion of CTE pathways, postsecondary enrollment, employment outcomes, and other relevant indicators to evaluate program effectiveness and identify areas for improvement. LCSS will use these data, along with student and stakeholder feedback, to strengthen CTE programs, address identified needs, and ensure equitable access to high-quality academic and career pathways.

Through these coordinated efforts, LCSS will provide students with opportunities to connect academic learning to real-world applications, develop technical and employability skills, earn industry-recognized credentials, participate in experiential learning, and prepare for in-demand careers, postsecondary education, workforce training, military service, and employment.

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 (LCSS) will continue to provide and expand work-based learning (WBL) opportunities that connect classroom instruction with authentic workplace experiences and prepare students for successful transitions to employment, postsecondary education, and career training. Eligible high school students may participate in the district's WBL program and will be placed at approved worksites that align with their individual career interests, CTE pathways, college and career plans, and postsecondary goals.

WBL students will work under the supervision and guidance of a full-time work-based learning coordinator and appropriate worksite supervisors. Students participating in the program may receive academic credit while gaining meaningful, hands-on experience in authentic workplace settings. The WBL coordinator will work with students, school personnel, employers, and families to establish appropriate placements, communicate expectations, monitor student progress, and ensure that work experiences are aligned with students' educational and career goals.

Through direct interaction with industry professionals, students will have opportunities to observe and practice workplace expectations and apply skills learned in the classroom to real-world situations. WBL experiences will help students develop technical skills, employability skills, workplace communication, professionalism, problem-solving, teamwork, time management, dependability, and other competencies valued by employers. Students may also have opportunities to participate in job shadowing, internships, cooperative education, and other career-related experiences based on program availability and individual student needs.

LCSS will continue to strengthen partnerships with local businesses, industries, CTE program advisory councils, workforce-development organizations, and other community partners to expand the availability and quality of WBL placements. The LEA will seek opportunities that provide students with meaningful interaction with industry professionals and expose students to current workplace practices, technologies, career expectations, and employment opportunities. Students will be encouraged to select work experiences that complement their CTE coursework and individual college and career plans.

In addition to WBL opportunities, LCSS provides students with instruction in employability and workplace-readiness skills prior to graduation. Employability skills are incorporated into the required Career Preparedness course, including supplemental instruction utilizing Smart Work Ethics materials. Instruction focuses on workplace expectations, communication, dependability, professional behavior, teamwork, problem-solving, work ethic, and other skills necessary for success in the workplace.

LCSS will coordinate WBL opportunities with CTE coursework, academic instruction, career counseling, individual student career plans, and postsecondary planning to provide students with a coherent pathway from classroom learning to career preparation. When appropriate and allowable, students will receive academic credit for approved WBL experiences in accordance with district and state requirements.

The LEA will monitor WBL participation, student completion, academic credit earned, employer participation, student and employer feedback, credential attainment, and other relevant outcomes. LCSS will use these data to evaluate the effectiveness of WBL opportunities, identify barriers to participation, strengthen employer and community partnerships, and expand opportunities where appropriate.

Through these efforts, LCSS will provide students with meaningful opportunities to learn directly from industry professionals, apply academic and technical skills in authentic workplace settings, earn academic credit when appropriate, develop career-ready competencies, and gain the knowledge and experience necessary for successful transition to employment, postsecondary education, or additional workforce training.

17. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

Lauderdale County Schools (LCSS) does not currently use federal funds to directly support gifted education services. Gifted education services are provided through state and local resources. The LEA will continue to ensure that eligible students have equitable access to appropriate gifted education services, enrichment opportunities, and challenging learning experiences that address their advanced academic and creative abilities.

LCSS recognizes that gifted students may be found across all schools, grade levels, socioeconomic backgrounds, and student populations. Gifted students are those who perform at, or demonstrate the potential to perform at, high levels in academic or creative fields when compared with others of similar age, experience, or environment and who require services beyond those ordinarily provided through the general education program.

The LEA will use multiple pathways to identify students who may demonstrate gifted characteristics. Referrals may be initiated by teachers, counselors, administrators, parents or guardians, peers, the student, or other individuals who have knowledge of the student's abilities. Schools will also use systematic screening and observation procedures to identify students who may otherwise be overlooked for gifted services. All second-grade students will be observed as potential gifted referrals using an established gifted behavior checklist and other appropriate screening procedures.

For students referred for gifted services, information will be collected from multiple sources and considered across areas such as aptitude, characteristics, and performance. LCSS will use established state criteria and procedures to determine eligibility for gifted services. This multiple-measures approach will provide a comprehensive view of student potential and performance rather than relying on a single assessment or referral source.

LCSS will continue to monitor gifted identification, eligibility, participation, and student outcome data to promote equitable access to gifted services across schools and student populations. The LEA will examine identification and participation patterns to determine whether particular groups of students may be underrepresented and will work with schools to strengthen referral, screening, and identification practices when appropriate.

Parents and guardians will receive information regarding the district's gifted education program through the annual Parent/Student Handbook and other appropriate school communications. Parents, guardians, and other individuals may initiate a referral by contacting the school's Gifted Specialist, counselor, or other designated school personnel.

Although federal funds are not currently used to directly support gifted education services, LCSS may use federal funds when allowable and appropriate to support activities that strengthen the overall instructional program for gifted students, such as professional learning, instructional materials, enrichment opportunities, or other allowable activities identified through the district or school comprehensive needs assessment. Any federal expenditures will be consistent with the applicable federal program requirements and the district's approved plans and budgets.

Through these efforts, LCSS will continue to provide challenging learning opportunities for gifted students while strengthening the identification of students who demonstrate advanced abilities or potential and ensuring that students from all backgrounds have meaningful opportunities to access gifted education services and reach their full academic potential.

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.

Lauderdale County Schools (LCSS) does not designate federal funds specifically for the operation or maintenance of school library programs. However, the LEA recognizes the important role that school libraries and library personnel play in supporting student achievement, information literacy, digital literacy, research skills, and access to high-quality instructional resources.

When a school identifies a need for supplemental library materials, digital resources, instructional resources, or technology through its comprehensive needs assessment and school improvement planning process, federal funds may be used, when allowable under the applicable federal program, to address identified needs. Any expenditure will be aligned with the purposes of the applicable federal program and the identified needs of the students and school.

LCSS will support schools in maintaining library resources that provide students with access to print and digital materials, research resources, technology, and age-appropriate resources that support the Alabama Course of Study standards and classroom instruction. Schools will be encouraged to coordinate library resources with curriculum and instructional priorities so that students have opportunities to apply research, information literacy, technology, and digital citizenship skills across content areas.

School library programs will support students in developing the skills necessary to locate, evaluate, use, and communicate information effectively and responsibly in both print and digital environments. Where appropriate, library personnel will collaborate with classroom teachers and instructional staff to support research projects, reading initiatives, technology integration, digital literacy, and other activities that reinforce classroom learning and improve student achievement.

LCSS will continue to monitor school-level needs and coordinate federal, state, and local resources to ensure that students have equitable access to high-quality instructional and supplemental materials. Schools will use available student achievement data, teacher input, library resource needs, and comprehensive needs assessment results to identify areas where additional resources may strengthen instruction and student learning.

Any use of federal funds for library materials, instructional resources, digital resources, or technology will be evaluated to ensure that expenditures are allowable, reasonable, necessary, allocable, appropriately documented, and directly connected to the purposes of the applicable federal program.

Through these efforts, LCSS will support school library programs as an extension of the instructional program and provide students with meaningful opportunities to develop literacy, research, information, technology, and digital literacy skills while accessing resources that support academic achievement and college and career readiness.

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).

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).

Lauderdale County Schools (LCSS) will provide meaningful, timely, and ongoing opportunities for parents and family members to participate in the joint development, review, and revision of the LEA plan under Section 1112 and, when applicable, the development, implementation, monitoring, and revision of school support and improvement plans under Section 1111(d). The LEA will use multiple methods to obtain meaningful input from parents and families and will consider their feedback when making decisions related to federal programs, school improvement, student achievement, and parent and family engagement.

The LEA will implement the following strategies:

- Convene the Federal Programs Advisory Committee, including parent representatives, to provide input into the development, review, and revision of the LEA consolidated plan, federal programs, and the LEA Parent and Family Engagement Policy.
- Solicit, document, and consider parent and family suggestions regarding the LEA plan, Parent and Family Engagement Policy, federal programs, and school improvement efforts.
- Provide parents and family members with opportunities to review and provide input on student achievement data, assessment results, school performance, needs assessment findings, and progress toward district and school improvement goals.
- Ensure meaningful parent and family representation on school-level continuous improvement/ACIP teams and other committees responsible for developing, implementing, monitoring, and evaluating school improvement plans.
- For any school identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), as applicable, LCSS will provide parents and family members meaningful opportunities to participate in reviewing the school's needs, identifying contributing factors, developing improvement strategies, monitoring implementation, and evaluating the effectiveness of the school's support and improvement plan.
- Share relevant parent and family feedback with Title I schools and school leadership teams to assist in developing and improving school-level programs, services, and parent and family engagement activities.
- Use parent feedback, program evaluation results, participation data, student achievement data, and other relevant information as part of the annual evaluation of parent and family engagement and the continuous improvement process.
- Identify and address barriers to parent and family participation, including barriers related to transportation, scheduling, communication, language, technology, childcare, and other circumstances that may limit participation.
- Provide a variety of opportunities for participation, including in-person meetings, surveys, conferences, electronic communication, virtual opportunities, and other appropriate methods, to ensure that parents and families have meaningful opportunities to provide input regardless of their circumstances.
- Revise the LEA plan, Parent and Family Engagement Policy, and school-level plans and activities as appropriate based on parent and family input, evaluation results, student achievement data, needs assessment findings, and identified areas for improvement.

LCSS will ensure that parent and family engagement is an ongoing partnership among families, schools, and the district rather than a single annual activity. Parent and family input will be incorporated into the district's planning and continuous improvement processes, and the LEA will provide appropriate opportunities for families to participate in decisions affecting student learning, achievement, school improvement, and the use of federal program resources.

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.

Lauderdale County Schools (LCSS) will provide coordination, technical assistance, resources, and ongoing support to assist participating Title I schools in planning, implementing, evaluating, and improving effective parent and family engagement activities. District support will focus on building the capacity of school leaders, teachers, and other appropriate personnel to develop meaningful partnerships with families that contribute directly to student academic achievement, student engagement, and overall school performance.

LCSS will:

- Provide parenting resources, educational information, and family support resources through the district website, newsletters, digital communication platforms, and appropriate external resources.
- Provide schools with templates, sample resources, and technical assistance for required and recommended parent and family engagement activities, including School-Parent Compacts, annual Title I meeting materials, parent and family engagement plans, surveys, family activity resources, and communication materials.
- Assist schools in designating a Parent and Family Engagement representative or coordinator and establishing parent/family advisory or engagement committees that provide meaningful opportunities for family input and collaboration.
- Provide technical assistance and professional learning to school administrators, teachers, paraprofessionals, and other appropriate personnel on effective strategies for working with parents and families, communicating student expectations and achievement information, building trusting relationships, and engaging families as partners in student learning.
- Assist schools in developing effective, timely, and accessible communication strategies, including calendars of events, electronic messaging, text and notification systems, telephone communication, school websites, social media, and other appropriate communication methods.
- Encourage schools to provide a variety of volunteer and engagement opportunities that accommodate different schedules, interests, abilities, and family circumstances.
- Assist schools in identifying and addressing barriers to parent and family participation, including transportation, scheduling, language, technology access, childcare, communication, and other barriers identified through parent feedback and school-level needs assessments.
- Assist schools in using parent feedback, participation data, student achievement data, and other relevant information to evaluate the effectiveness of parent and family engagement activities and make adjustments to improve participation and student outcomes.

- Provide technical assistance to schools in connecting parent and family engagement activities to academic priorities, including understanding assessment results, monitoring student progress, supporting learning at home, improving attendance and engagement, and contributing to school improvement efforts.
- Encourage schools to provide meaningful opportunities for families to participate in academic planning, school improvement, decision-making, and activities designed to support student achievement.

LCSS will also encourage schools to develop partnerships with community-based organizations, employers, business leaders, institutions of higher education, civic organizations, and other community partners that can provide resources, expertise, family support, career awareness, and other opportunities that strengthen family engagement and student success. When appropriate, the LEA and schools may seek assistance from individuals or organizations with expertise in effective parent and family engagement practices.

The LEA will coordinate district and school-level parent and family engagement efforts to promote consistency while allowing schools to tailor activities to the needs of their individual communities. LCSS will use information from parent surveys, school-level needs assessments, participation data, student achievement data, and program evaluations to identify areas where additional technical assistance or support is needed.

Through these efforts, LCSS will build the capacity of schools and families to establish two-way partnerships focused on student learning and achievement. The LEA will continuously evaluate and strengthen its technical assistance and support to ensure that parent and family engagement activities are meaningful, inclusive, accessible, and connected to improved student outcomes and school performance.

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.

Lauderdale County Schools (LCSS) will coordinate and integrate parent and family engagement strategies under Title I, Part A, with parent and family engagement activities associated with other federal, state, and local programs, as feasible and appropriate. The LEA will work collaboratively with schools, families, district departments, and community partners to ensure that families receive consistent information, have access to available services, and are provided meaningful opportunities to support their children's educational success.

LCSS will:

- Provide information, resources, and knowledgeable presenters, upon request, for meetings and professional learning opportunities involving counselors, school staff, administrators, and principals on topics related to student services, family engagement, federal programs, and other programs and services available to students and families.
- Coordinate parent and family engagement activities, when appropriate, with programs and services such as Title I, McKinney-Vento, English Learner services, special education, gifted education, counseling and mental health services, career and technical education, early childhood programs, and other state and local initiatives to provide families with coordinated access to information and support.
- Assist school personnel in communicating program requirements, available services, and community resources to parents and families and in making appropriate referrals when additional services are needed.

- Assist parents and families with student enrollment and registration processes and connect families with appropriate school and district personnel when additional assistance is needed.
- Provide families with information regarding available academic, student support, and community resources and assist families in accessing appropriate services.
- Collaborate with community agencies, businesses, higher education institutions, and other local partners, when appropriate, to provide resources, training, and support that address identified needs of students and families.
- Ensure that parent and family engagement opportunities are coordinated with school improvement, academic support, student services, and other appropriate programs so that family input can inform decisions affecting student achievement and school performance.
- Ensure that information and assistance are provided in a manner that is accessible to families, including consideration of language, technology access, scheduling, and other identified barriers to participation.

LCSS will use communication, collaboration, parent feedback, and program evaluation to identify opportunities to strengthen coordination among federal, state, and local programs. Through these efforts, the LEA will promote consistent and meaningful family engagement and help ensure that families can effectively access the educational programs, services, and resources available to their children.

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).

Lauderdale County Schools (LCSS) will annually evaluate the content and effectiveness of its Parent and Family Engagement Policy and activities to determine whether they are meeting the needs of families and contributing to improved academic outcomes for students served under Title I, Part A. The evaluation will be conducted with the meaningful involvement of parents and family members and will include district personnel, school administrators, school leadership teams, parents, and other appropriate stakeholders.

LCSS will:

- Provide guidance and technical assistance to school administrators as they evaluate the effectiveness of school-level parent and family engagement activities.
- Review and revise the LEA Parent and Family Engagement Policy annually, incorporating meaningful feedback from parents, families, schools, and other stakeholders.
- Administer an annual parent and family engagement survey through the local schools to gather feedback regarding communication, participation opportunities, barriers to engagement, and the effectiveness of family engagement activities.
- Analyze survey results, participation data, student achievement data, program evaluation results, and other relevant information to identify strengths, areas for improvement, and trends across the district.
- Identify barriers that may limit meaningful parent and family participation, with particular attention to economically disadvantaged families; parents and family members with disabilities; families with limited English proficiency; parents and family members with limited literacy; and families from racial or ethnic minority backgrounds.

- Consider barriers such as transportation, scheduling, childcare, language, literacy, technology access, communication methods, accessibility, and other factors identified through parent feedback and school-level data.
- Work with schools and families to develop and implement strategies to reduce identified barriers and increase meaningful participation among families who may be underrepresented in parent and family engagement activities.
- Share survey results and identified trends with school administrators, school leadership teams, the Federal Programs Advisory Committee, the LEA Parent and Family Engagement Advisory Committee, and other appropriate stakeholders.
- Bring school-level recommendations and identified needs to the LEA Parent and Family Engagement Advisory Committee for review and discussion.
- Use parent feedback, survey results, program evaluation findings, participation data, student achievement data, and identified barriers to revise and strengthen the LEA Title I Parent and Family Engagement Policy and related activities.
- Provide parents and families with ongoing opportunities to submit comments, concerns, recommendations, or other feedback regarding the LEA Parent and Family Engagement Policy and Title I programs throughout the school year. Feedback may be submitted to school administrators, district personnel, or the Federal Programs Director.
- Document and consider substantive parent and family input when making revisions to district parent and family engagement policies, procedures, and activities.

LCSS will use the annual evaluation as part of its continuous improvement process to determine whether parent and family engagement activities are contributing to improved student achievement and school performance. The LEA will use the results to identify and address barriers to participation, strengthen communication and engagement strategies, and ensure that families—including those who may face economic, linguistic, literacy, accessibility, cultural, or other barriers—have meaningful opportunities to participate in their children's education and in decisions affecting Title I programs.

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

Lauderdale County Schools (LCSS) will provide parents and families with information, resources, training, and meaningful opportunities designed to strengthen their ability to support their children's academic achievement, engagement, and overall success. Schools will use student achievement data, parent feedback, surveys, and identified family needs to determine appropriate activities and resources and will coordinate available school and community services.

LCSS schools will:

- Provide parent and family learning sessions, workshops, and other opportunities conducted by school staff, administrators, counselors, instructional personnel, and other appropriate presenters to help parents understand how to support their children's learning.
- Provide families with information about academic programs and school-based support services available to students, including counseling, speech and language services, intervention programs, special education and related services, 504 services, mental health supports, and other appropriate resources.
- Provide families with strategies, resources, take-home materials, and supplemental learning activities to support student learning at home, particularly in reading, mathematics, technology use, and other identified areas of academic need.

- Provide parents with information regarding Alabama's academic content standards, student academic achievement standards, state and local assessments, student progress, and instructional expectations, as appropriate.
- Communicate student progress, assessment results, grades, attendance, and other relevant information through parent conferences, progress reports, report cards, electronic communication, the PowerSchool Parent Portal, and other appropriate methods.
- Provide parents and families with opportunities to meet and communicate with teachers, counselors, administrators, and other school personnel to discuss student progress, academic needs, instructional strategies, and ways to support continued learning at home.
- Encourage two-way communication between parents and school personnel and provide multiple methods for communication, including in-person meetings, telephone calls, email, electronic platforms, and other available technology.
- Provide opportunities for parents to participate in conferences, school meetings, workshops, and other activities at varied times and through alternative formats when possible to accommodate family schedules and circumstances.
- Connect parents and families with appropriate community resources and make referrals, when needed, to organizations that provide adult education, literacy services, health services, mental health services, social services, housing assistance, GED preparation, workforce development, career services, and other family support.
- Collaborate with community agencies and organizations to help families access services that address barriers to student attendance, engagement, and academic success.
- Provide information and resources in accessible formats and, when appropriate, assist families who may experience language, literacy, technology, transportation, scheduling, disability, or other barriers to participation.
- Use parent feedback and participation data to identify additional areas in which families need support and to improve the effectiveness of parent and family engagement activities.

Through these efforts, LCSS will strengthen the capacity of parents and families to support learning at home while also promoting meaningful, ongoing, two-way partnerships between families, teachers, school personnel, and community organizations. The LEA will provide parents and families with the knowledge, resources, communication opportunities, and connections needed to actively participate in their children's education and support their academic success.

(iii) strategies to support successful school and family interactions

Lauderdale County Schools (LCSS) is committed to maintaining welcoming, accessible, and supportive school environments where parents and families have meaningful opportunities for ongoing communication and participation in their children's education. All schools will encourage regular interaction with families through volunteer opportunities, parent meetings, conferences, community events, academic activities, school functions, and other engagement opportunities throughout the school year.

LCSS schools will:

- Maintain an open-door approach that encourages parents and families to communicate with teachers, administrators, counselors, and other school personnel regarding their children's academic, behavioral, social-emotional, and other educational needs.
- Provide a variety of opportunities for families to participate based on their interests, schedules, abilities, and needs. Opportunities may include volunteering at school, participating in school improvement and advisory

committees, attending academic and family events, supporting classroom and extracurricular activities, and providing input into school planning and decision-making.

- Establish and maintain two-way communication with families through parent conferences, telephone calls, email, school websites, electronic messaging, all-call systems, the PowerSchool Parent Portal, and other appropriate communication methods.
- Provide information to families about volunteer opportunities, school events, parent meetings, academic activities, and other ways they can participate in their children's education.
- Encourage teachers and school personnel to communicate regularly with families regarding student progress, academic expectations, attendance, behavior, and ways parents can support learning at home.
- Provide multiple options for parent-teacher communication when parents are unable to attend meetings in person, including telephone conferences, email, virtual communication, and other available technology.
- Work to identify and address barriers that may limit meaningful parent and family participation. Barriers may include transportation, scheduling, childcare, language, literacy, technology access, communication methods, disability, or other circumstances identified through parent feedback and school-level needs assessments.
- Provide translated or otherwise accessible communications and resources, when appropriate, to help ensure that families can understand school information and participate meaningfully in school activities and decision-making.
- Use parent and family feedback, surveys, participation data, and school-level needs assessments to evaluate the effectiveness of school-family interactions and identify opportunities for improvement.
- Encourage schools to build relationships with families based on trust, open communication, mutual respect, cultural responsiveness, and shared responsibility for student success.

Through these strategies, LCSS will promote positive and productive relationships between schools and families and ensure that parents and family members have meaningful opportunities to communicate with school personnel, participate in their children's education, and contribute to decisions that support student achievement and school success.

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

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

Lauderdale County Schools (LCSS) will use the findings from the annual evaluation of the LEA Parent and Family Engagement Policy and related activities to identify strengths, address barriers, and develop evidence-based strategies to improve the effectiveness of parent and family engagement. Parent and family feedback, participation data, survey results, program evaluation findings, student achievement data, and other relevant information will be used to inform decisions regarding parent and family engagement at both the district and school levels.

LCSS will:

- Review annual parent and family engagement survey results, participation data, parent feedback, and other evaluation findings to identify effective practices, areas for improvement, and barriers to meaningful family participation.
- Share evaluation findings and identified trends with school administrators, school leadership teams, the Federal Programs Advisory Committee, the LEA Parent and Family Engagement Advisory Committee, and other appropriate stakeholders.

- Provide schools with technical assistance and guidance in using evaluation findings to develop and implement evidence-based parent and family engagement strategies that are connected to student learning and academic achievement.
- Identify and address barriers to participation, particularly barriers affecting economically disadvantaged families, parents and family members with disabilities, families with limited English proficiency or literacy, and families from racial or ethnic minority backgrounds.
- Use parent feedback and evaluation findings to strengthen strategies related to communication, parent education and training, parent-teacher interaction, volunteer opportunities, school decision-making, academic support at home, and access to school and community resources.
- Encourage schools to incorporate effective parent and family engagement strategies into their Continuous Improvement Plan/ACIP and other school improvement efforts when appropriate.
- Provide parents and families with opportunities to participate in the review and development of strategies based on the evaluation findings and to provide recommendations for improving parent and family engagement.
- Review the LEA Parent and Family Engagement Policy annually and revise the policy, procedures, and related activities when evaluation findings indicate that changes are needed.
- Monitor the implementation and effectiveness of revised strategies throughout the following school year and use additional data and parent feedback to determine whether the strategies are improving participation and supporting student achievement.
- Ensure that substantive parent and family recommendations are documented and considered when making revisions to the LEA Parent and Family Engagement Policy and related Title I activities.

LCSS will use the annual evaluation as part of its continuous improvement process to move beyond simply identifying areas of concern and use the findings to make measurable improvements in parent and family engagement. Through this process, the LEA will continually refine its policies, strategies, and supports to ensure that family engagement is meaningful, inclusive, evidence-based, and connected to improved academic outcomes for students.

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.

Lauderdale County Schools (LCSS) will provide meaningful opportunities for parents and family members to participate in the activities of schools served under Title I, Part A. The LEA and its schools will encourage parent participation in planning, implementing, reviewing, and evaluating Title I programs and parent and family engagement activities. LCSS will seek representation from parents and family members who reflect the diverse populations served by the district and schools.

LCSS will:

- Maintain a Federal Programs Advisory Committee/LEA Parent Advisory Committee that includes parent representatives from Title I schools and provides parents with an opportunity to advise the LEA on Title I programs and parent and family engagement activities.

- Seek parent representation from each Title I school, when appropriate, to ensure that the advisory committee adequately reflects the needs, experiences, and perspectives of the families served by the district.
- Involve parents in the development, review, and revision of the LEA Parent and Family Engagement Policy, Title I programs, and related parent and family engagement activities.
- Encourage each Title I school to involve parents in school-level planning, including participation on Continuous Improvement Plan/ACIP teams, parent committees, advisory groups, and other school planning or decision-making committees.
- Provide parents with opportunities to participate in annual Title I meetings, parent workshops, academic events, volunteer activities, school functions, family engagement activities, and other activities designed to support student achievement.
- Provide reasonable support and technical assistance to schools in planning and implementing meaningful parent and family engagement activities based on identified student and family needs.
- Provide parents with opportunities to provide input regarding school needs, student achievement, assessment results, school improvement strategies, Title I services, and parent and family engagement activities.
- Use parent surveys, meetings, advisory committee discussions, school-level feedback, and other methods to obtain parent recommendations and identify trends and needs across the district.
- Share school-level recommendations and identified trends with the Federal Programs Advisory Committee and use this information when reviewing and revising the LEA Parent and Family Engagement Policy.
- Encourage schools to develop partnerships with community-based organizations, businesses, institutions of higher education, and other community partners that provide additional opportunities and resources for families.
- Provide multiple methods for parents to participate and provide feedback, including in-person meetings, surveys, electronic communication, telephone communication, and other appropriate methods.
- Identify and address barriers that may prevent parents from participating, including transportation, scheduling, childcare, language, literacy, technology access, accessibility, and other barriers identified by families.

LCSS will use parent participation and feedback to ensure that parents and family members are not simply informed about Title I activities but are meaningfully involved in planning, implementing, reviewing, and improving those activities. The LEA will use the perspectives of parents from across the district to ensure that Title I programs and parent and family engagement activities are responsive to the needs of the students and families served.

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:

Lauderdale County Schools (LCSS) will provide parents and families of students participating in Title I programs with timely information, resources, training, and opportunities to develop the knowledge and skills necessary to support their children's academic achievement. Schools will communicate information in accessible formats and through multiple methods to ensure that families understand academic expectations, student performance, Title I requirements, and opportunities to participate in their child's education.

LCSS schools will provide parents and families with information regarding:

- Alabama's challenging academic content standards and grade-level expectations for their children;
- Alabama's student academic achievement standards and expectations for student performance;
- State and local academic assessments, including applicable alternate assessments;
- The purpose, format, expectations, and appropriate use of state and local assessments;
- How to access and understand their child's assessment results, grades, and other academic progress information;
- Strategies parents and families can use to monitor their child's progress and support learning at home;
- How parents and families can communicate and work effectively with teachers, counselors, administrators, and other school personnel to improve their child's achievement;
- Title I, Part A requirements, the school's participation in Title I, available services, and the rights and responsibilities of parents and families under Title I; and
- Available academic interventions, supplemental services, and other supports designed to address individual student needs.

To support these efforts, LCSS schools will:

- Provide parents with information regarding current academic standards, instructional expectations, and ways they can reinforce learning at home.
- Share applicable student assessment results and progress information with parents in a timely manner and provide opportunities to explain results and answer questions when additional clarification is needed.
- Provide parent and family learning opportunities focused on understanding state and local assessments, interpreting student data, monitoring student progress, and supporting academic growth at home.
- Provide student progress reports at the midpoint and conclusion of each grading period through electronic and, when applicable, hard-copy communication.
- Provide parents with access to student information through the PowerSchool Parent Portal, including grades, attendance, discipline, schedules, and other available student information.
- Provide opportunities for parents to meet with teachers and other school personnel to discuss student achievement, assessment results, academic progress, instructional needs, and strategies for continued improvement.
- Encourage two-way communication between parents and educators through conferences, telephone calls, email, electronic communication, and other appropriate methods.
- Conduct an Annual Title I Parent Meeting at each Title I school to explain the requirements of Title I, Part A, the school's participation in the Title I program, available services, and the rights of parents and families under Title I.
- Provide additional Title I information, meetings, workshops, and training opportunities throughout the school year, as appropriate, to ensure that parents and families have ongoing opportunities to understand Title I programs and participate in decisions affecting their children's education.

- Provide information and resources in accessible formats and, when appropriate, address language, literacy, technology, disability, scheduling, and other barriers that may affect a parent's ability to understand and participate in their child's education.

LCSS will use parent feedback, participation data, and student achievement information to evaluate the effectiveness of these activities and identify additional areas in which parents need support. Through ongoing two-way communication and collaboration between families and educators, LCSS will help parents understand academic expectations, monitor their children's progress, and work effectively with school personnel to improve student achievement.

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.

Lauderdale County Schools (LCSS) will provide parents and families with materials, training, information, and resources designed to help them work effectively with their children to improve academic achievement. Parent and family learning opportunities will address identified student and family needs and may include literacy, mathematics, technology, assessment, homework support, and other strategies that families can use to reinforce learning at home.

LCSS schools will:

- Provide parents with take-home literacy materials, reading resources, and strategies to help families support reading development and encourage regular reading at home.
- Provide parent training and resources, when appropriate, on strategies for supporting reading, mathematics, homework completion, study skills, and other areas of academic need.
- Provide families with take-home resources, tutorials, and other information to help parents understand and effectively use the technology and digital resources used for instruction and student learning.
- Provide information and assistance to families who need support accessing or using digital platforms, online instructional resources, student information systems, and other school-related technology, when appropriate and available.
- Provide parents with information regarding responsible and appropriate use of technology, including digital citizenship, online safety, protecting personal information, appropriate use of digital content, and the potential educational, legal, and financial harms associated with copyright piracy and unauthorized use or distribution of copyrighted materials.
- Provide families with information regarding available educational technology resources and ways technology can be used to reinforce learning and academic achievement at home.
- Communicate important school and district information through multiple appropriate methods, including email, school and district websites, telephone and all-call systems, text or electronic notification systems, newsletters, social media, and other communication platforms.
- Use communication methods that are accessible and responsive to the needs of individual families, including consideration of language, literacy, technology access, disability, and other potential barriers to receiving information or participating in training.
- Encourage two-way communication by providing families with opportunities to ask questions, provide feedback, and communicate with teachers, school administrators, and district personnel regarding their children's academic needs and progress.

- Assist families in identifying community resources and, when appropriate, provide referrals to agencies and organizations that can address academic, literacy, health, social, financial, housing, transportation, or other identified family needs.

LCSS will use parent feedback, student achievement data, participation information, and identified family needs to evaluate the effectiveness of parent training and resources and make adjustments as appropriate. Through these efforts, LCSS will provide parents and families with practical materials, knowledge, and skills they can use to work with their children at home, strengthen academic achievement, and support responsible and effective use of technology for learning.

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.

Lauderdale County Schools (LCSS) will provide professional learning, resources, and technical assistance to help school personnel develop and maintain effective partnerships with parents and families. The LEA recognizes that meaningful parent and family engagement is a shared responsibility and that school staff must have the knowledge and skills necessary to communicate effectively with families, value their contributions, and provide meaningful opportunities for parents to participate as equal partners in their children's education.

LCSS will:

- Provide professional learning, resources, and technical assistance to teachers, specialized instructional support personnel, principals, other school leaders, and appropriate school staff on effective parent and family engagement strategies.
- Involve parents and family representatives, including members of the Federal Programs Advisory Committee and school-level parent representatives, in providing feedback regarding staff needs, communication practices, and effective strategies for building partnerships between families and schools.
- Provide materials, resources, and professional learning for a representative cross-section of school personnel on the value and importance of parent and family contributions and on strategies for engaging families in supporting student academic achievement.
- Provide orientation and training for new teachers and other appropriate staff on effective communication and collaboration with parents and families, including strategies for establishing positive relationships, maintaining two-way communication, and addressing barriers to family participation.
- Provide ongoing professional learning through faculty meetings, in-service opportunities, grade-level or department meetings, leadership meetings, and other appropriate settings to reinforce the importance of meaningful parent and family engagement.
- Provide school personnel with information about community agencies and resources that can support students and families and maintain a current list of available community resources for distribution to schools.
- Assist teachers, counselors, administrators, and other school personnel in developing effective two-way communication strategies that encourage parents and families to share concerns, ideas, strengths, and recommendations regarding their children's education.
- Encourage school personnel to recognize parents and families as knowledgeable partners in the educational process and to incorporate their perspectives into academic planning, problem-solving, school improvement, and decisions affecting student learning.

- Encourage school personnel to use the School-Parent Compact as an ongoing tool for communicating shared responsibilities and expectations for student success rather than as a one-time document.
- Remind parents and families throughout the school year of opportunities to participate in activities, conferences, academic support, volunteer opportunities, school improvement efforts, and other activities designed to help their children succeed.
- Use parent feedback, family engagement surveys, participation data, and school-level engagement information to identify professional learning needs and strengthen staff capacity to effectively engage and collaborate with families.

Through these efforts, LCSS will strengthen the capacity of teachers, school leaders, and other school personnel to work collaboratively with parents and families, recognize their contributions and expertise, build trusting relationships, and create meaningful opportunities for parents to participate as equal partners in their children's academic success and in the improvement of the schools they serve.

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.

Lauderdale County Schools (LCSS) will coordinate and integrate parent and family engagement activities, to the extent feasible and appropriate, with Federal, State, and local programs and services that support students and families. The LEA will work to provide families with coordinated information, resources, and opportunities that strengthen their ability to participate in their children's education and support student achievement.

LCSS will:

- Maintain collaborative relationships with OSR First Class Pre-K classrooms, other early childhood programs, and appropriate community providers to support school readiness, successful transitions to kindergarten, and continued family engagement.
- Coordinate parent and family engagement efforts with other Federal, State, and local programs, as appropriate, including Title I, McKinney-Vento, special education, 504 services, English Learner services, counseling and mental health supports, career and technical education, and other programs that provide services to students and families.
- Provide parents and families with information regarding school expectations, academic standards, assessments, attendance, student progress, available programs and services, and ways families can support learning at home.
- Provide parent and family resources, informational materials, and educational resources through school offices, district and school websites, parent meetings, workshops, digital platforms, and other accessible locations and methods.
- Encourage schools to maintain or establish parent resource areas where families can access information, instructional materials, community resource information, and other resources that support student learning and family engagement.
- Connect families with appropriate community agencies and organizations when additional academic, social, health, housing, transportation, mental health, or other support needs are identified.
- Encourage schools to provide parent and family engagement opportunities at varied times and through multiple formats, including in-person meetings, virtual meetings, conferences, workshops, telephone communication, and other technology-based opportunities, to reduce barriers to participation.

- Provide information and assistance to families regarding digital learning platforms and technology used by the district and schools so that parents can access student information, communicate with educators, and support learning at home.
- Collaborate with community partners, businesses, institutions of higher education, and other organizations to identify resources and opportunities that can strengthen family engagement and support student success.
- Use parent feedback, participation data, school needs assessments, and other available information to identify barriers to family participation and develop or revise strategies to increase meaningful engagement.

Through these coordinated efforts, LCSS will provide families with accessible resources, information, services, and opportunities that encourage parents and family members to become active partners in their children's education. The LEA will continue to coordinate existing programs and resources so that family engagement efforts are complementary, responsive to identified needs, and focused on improving student achievement and family participation.

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.

Lauderdale County Schools (LCSS) is committed to ensuring that parents and families, including families with limited English proficiency, have meaningful access to information regarding their children's education and participation in school and district programs. The LEA will provide information related to school and parent programs, meetings, activities, policies, and services in a format and, to the extent practicable, in a language that parents can understand, consistent with applicable federal and state requirements and the identified needs of families.

LCSS will:

- Provide information about school and district parent meetings, Title I activities, conferences, workshops, programs, and other opportunities for parent and family participation through multiple communication methods, including school and district websites, email, telephone and all-call systems, text or electronic notification systems, newsletters, calendars, social media, and printed notices, as appropriate.
- Provide translated student registration and enrollment materials, parent/student handbooks, notices, letters, forms, and other important school and district communications based on identified language needs.
- Translate or provide language assistance for parent and family engagement materials, Title I information, school and district policies, meeting notices, and other communications necessary for families to understand and participate meaningfully in their child's education.
- Use qualified translation and interpretation resources, as appropriate, to support effective two-way communication between families and school personnel.
- Encourage schools to identify and maintain information regarding each family's preferred language and communication needs during enrollment and throughout the school year.
- Provide language assistance, including interpretation when needed, for parent meetings, conferences, Title I meetings, and other significant school activities to facilitate meaningful participation.

- Provide families with sufficient and timely notice of meetings and activities and, when appropriate, offer information through multiple formats to accommodate different communication needs and circumstances.
- Make the LEA Parent and Family Engagement Policy available on the Lauderdale County School System website and through schools and other appropriate communication methods, including translated or language-accessible versions when needed.
- Provide take-home materials and other parent resources in a language and format that parents can understand, to the extent practicable.
- Encourage school personnel to communicate with families using clear, understandable language and to seek clarification or assistance when language or communication barriers may affect a family's ability to participate.

LCSS will continue to monitor the language and communication needs of families and adjust translation, interpretation, and communication practices as needed. Through these efforts, the LEA will work to ensure that language or communication barriers do not prevent parents from receiving important information, participating in school and parent programs and activities, communicating with educators, or supporting their children's education.

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

Lauderdale County Schools (LCSS) will provide reasonable support for parent and family engagement activities requested by parents and families, to the extent feasible and appropriate. The LEA and schools will consider parent requests, identified family needs, student needs, available resources, and program requirements when determining appropriate support. LCSS will work to ensure that families have meaningful opportunities to participate in their children's education and in activities designed to improve student achievement.

LCSS will:

- Provide parent and family learning opportunities on topics requested or identified as needed by families, including Alabama state assessments, local assessments, student progress, academic standards, instructional strategies, technology, digital citizenship, and ways to support learning at home.
- Provide take-home resources, tutorials, instructional materials, and other information requested by parents to help them understand instructional practices, grading procedures, digital learning platforms, Chromebooks and other educational technology, and expectations for student learning.
- Provide assistance with accessing and using school and district technology, including PowerSchool Parent Portal and other digital platforms, when families need assistance.
- Provide information and resources that families can use to support student learning at home, including strategies for reading, mathematics, study skills, attendance, behavior, and other identified areas of need.
- Provide reasonable technical assistance and support to schools in planning and implementing parent and family engagement activities based on parent requests and identified needs.
- Offer parent and family engagement activities at varied times and, when appropriate, through multiple formats, including in-person, virtual, telephone, or other appropriate methods, to accommodate family schedules and circumstances.
- Provide language assistance and accessible communication, when needed and practicable, to help parents understand school and district information and participate in activities.

- Work with schools to identify and address reasonable barriers to participation, including transportation, scheduling, childcare, technology access, language, and communication needs, when feasible and appropriate.
- Connect families with appropriate school-based and community resources when a requested need extends beyond the services that can be provided through the LEA's parent and family engagement program.
- Provide parents with opportunities throughout the school year to submit requests, suggestions, and recommendations regarding parent and family engagement activities and needed resources or support.
- Use parent feedback, participation data, surveys, and school-level needs assessments to identify additional supports, training topics, resources, and engagement opportunities that may benefit families.

LCSS will respond to parent and family requests in a timely and reasonable manner and will coordinate with schools and appropriate district personnel to determine available resources and appropriate support. Through these efforts, the LEA will ensure that parent and family engagement activities are accessible, responsive, and based on the needs and requests of the families served.

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 (LCSS) will provide opportunities for parents and family representatives to contribute to the development, implementation, and evaluation of professional learning for teachers, principals, and other educators when appropriate. Parent perspectives and experiences provide valuable insight into the needs of students and families and can help the LEA strengthen educator practices related to communication, family engagement, student support, and academic achievement.

LCSS may involve parents and family representatives through the Federal Programs Advisory Committee, school-level parent and family engagement committees, surveys, focus groups, meetings, and other feedback opportunities to:

- Identify areas in which parents believe additional educator training or support is needed.
- Provide input regarding effective ways for teachers and school leaders to communicate with, reach, and partner with families.
- Identify barriers that may prevent families from effectively engaging with schools and provide recommendations for addressing those barriers.
- Review or provide feedback on resources and professional learning activities designed to improve family engagement and student support.
- Provide feedback regarding the effectiveness of professional learning and whether changes in educator practices are improving communication and partnerships with families.

Based on parent input and identified needs, professional learning for teachers, principals, counselors, specialized instructional support personnel, and other school staff may address topics such as:

- Effective two-way communication and collaboration with parents and families;
- Building positive relationships and partnerships with families;
- Understanding and responding to family needs and barriers to participation;
- Communicating student academic expectations and assessment results;
- Supporting student learning and academic achievement;
- Using technology and digital communication tools to engage families;
- Supporting student attendance, engagement, and school success; and

- Other topics identified through parent feedback, school needs assessments, and continuous improvement processes.

LCSS will use parent feedback, advisory committee recommendations, surveys, participation data, and other available information to evaluate the effectiveness of professional learning and identify additional training needs. The LEA will use this information to refine future professional learning and strengthen educators' ability to work with parents and families as equal partners in supporting student achievement.

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.

Lauderdale County Schools (LCSS) will provide parents and families with information, training, resources, and strategies to support literacy development and reading achievement at home. The LEA will first utilize reasonably available state, local, and other non-federal resources to provide parent literacy training. If those resources have been exhausted and a demonstrated need remains, LCSS may use Title I, Part A funds for supplemental parent literacy training and related activities, provided the expenditures are allowable under applicable federal requirements.

LCSS may provide parent literacy training through school- and district-level workshops, family literacy events, take-home resources, demonstrations, and other appropriate learning opportunities. Training may address strategies for:

- Reading regularly with children and encouraging independent reading;
- Developing vocabulary, comprehension, fluency, phonics, and other age-appropriate literacy skills;
- Creating a supportive literacy environment at home;
- Using books, educational resources, and technology to support reading development;
- Monitoring and understanding a child's reading progress;
- Using assessment and progress information to identify areas of strength and need; and
- Communicating and working effectively with teachers to support continued literacy growth.

Based on identified student and family needs, LCSS may also provide supplemental books, reading materials, literacy resources, family literacy activities, and other instructional resources to support the implementation of literacy strategies at home. Federal funds will be used only when allowable, necessary, reasonable, and allocable and will supplement, rather than replace, other available sources of funding.

LCSS will use assessment data, teacher feedback, parent input, and school and district needs assessments to identify literacy needs and determine appropriate parent training and resources. The LEA will evaluate the effectiveness of literacy training through parent feedback, participation data, and other available information and will make adjustments as needed.

Through these efforts, LCSS will strengthen the capacity of parents and families to support literacy development at home and reinforce the instruction students receive at school, while ensuring that Title I funds are used for parent literacy training only after other reasonably available funding sources have been exhausted and when the activity is otherwise allowable under Title I requirements.

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.

Lauderdale County Schools (LCSS) will use Title I, Part A parent and family engagement funds, when allowable and available, to remove reasonable barriers that may prevent parents and family members from participating in school-related meetings, training sessions, and other parent and family engagement activities. The LEA and Title I schools will consider parent feedback, identified barriers, school needs, and the availability of other reasonably available resources when determining appropriate support.

In accordance with applicable federal requirements, LCSS and its Title I schools may:

- Provide reasonable and necessary transportation assistance to enable parents and family members to attend allowable Title I meetings, parent training, workshops, and other parent and family engagement activities when transportation is identified as a barrier and the expense is allowable.
- Provide reasonable and necessary childcare expenses, when allowable, to enable parents and family members to participate in school-related meetings, training sessions, and other allowable parent and family engagement activities.
- Provide allowable materials, supplies, and resources necessary to conduct parent and family engagement activities and training.
- Provide literacy training and other parent and family learning opportunities designed to build families' capacity to support student academic achievement.
- Schedule meetings, workshops, and training sessions at a variety of reasonable times and, when appropriate, provide alternative participation options such as virtual meetings, telephone conferences, or individual sessions to reduce barriers to participation.
- Provide other reasonable and necessary support requested by parents and families when the expense is allowable under Title I, Part A and consistent with federal requirements and district policies and procedures.
- Provide opportunities for parents and family members to develop leadership skills and encourage other parents and families to participate in school activities, advisory committees, and decision-making.
- Coordinate, when appropriate, with community organizations, businesses, and other partners to identify resources that can help address barriers to parent and family participation.

LCSS will prioritize the use of parent and family engagement funds for activities and supports that are reasonable, necessary, allowable, allocable, and directly connected to meaningful parent and family engagement. The LEA will consider whether other reasonably available state, local, or community resources can address identified needs before using Title I funds and will ensure that federal funds supplement rather than supplant other available resources.

The LEA and schools will maintain appropriate documentation of parent input, identified participation barriers, activities provided, and related expenditures. LCSS will review participation data and parent feedback to evaluate whether these supports are effective in increasing meaningful family participation and will make adjustments as needed.

Through these efforts, LCSS will work to ensure that financial, transportation, childcare, scheduling, and other reasonable barriers do not unnecessarily prevent parents and family members from participating in activities designed to support their children's academic achievement.

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

Lauderdale County Schools (LCSS) may provide district-level parent and family training opportunities designed to build the capacity of parents and family representatives to serve as parent leaders, share information, and encourage other parents to become actively involved in their local schools.

When appropriate, the LEA may use a train-the-trainer model in which participating parents receive information, resources, and strategies that they can share with other families through school-level meetings, workshops, informal parent-to-parent communication, or other engagement activities. Parents participating in district-level training may serve as parent representatives or ambassadors who help schools expand participation and strengthen communication among families.

District-level training may address:

- Strategies parents can use to support reading, mathematics, and other areas of academic achievement at home;
- Understanding student progress, assessments, Alabama's academic standards, and academic expectations;
- Effective communication and collaboration with teachers, administrators, and other school personnel;
- Strategies for encouraging other parents to participate in school activities, meetings, and decision-making;
- Ways to establish welcoming and inclusive relationships with other families;
- Educational technology and digital learning platforms used by LCSS;
- Supporting students in the responsible and effective use of Chromebooks and other instructional technology;
- Digital citizenship and online safety; and
- Other topics identified through parent feedback, school needs assessments, and district priorities.

Participating parents may then share information, resources, and strategies with other parents at their local schools, encourage participation in school and district activities, and help connect families with available school and community resources. Schools may provide opportunities for trained parent leaders to assist with parent meetings, family learning events, advisory committees, and other appropriate engagement activities.

LCSS will use parent feedback, participation data, and school-level needs assessments to evaluate the effectiveness of parent leadership and training activities and identify additional topics or supports that would strengthen parents' ability to engage other families.

Through these efforts, LCSS will build a network of informed and empowered parent leaders who can help encourage, support, and expand meaningful parent and family engagement throughout the district.

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 (LCSS) will provide parents and families with flexible opportunities to participate in school meetings, conferences, training sessions, and other parent and family engagement activities. The LEA recognizes that work schedules, transportation, childcare, health, and other circumstances may prevent some parents from attending activities at the regularly scheduled time or location.

LCSS schools will:

- Schedule parent meetings, conferences, workshops, and other family engagement activities at a variety of reasonable times to accommodate different family schedules.
- Provide advance notice of meetings and activities through multiple communication methods, including telephone calls, email, text or electronic notifications, school websites, newsletters, and other appropriate platforms.
- Provide alternative methods of participation when parents are unable to attend in person, including telephone conferences, virtual meetings, email communication, or individual conferences scheduled at a mutually convenient time.
- Provide opportunities for parents to meet individually with teachers, counselors, administrators, and other school personnel to discuss student academic progress, attendance, behavior, assessment results, and other areas of concern.
- When appropriate and consistent with district policies and applicable requirements, consider individual or in-home conferences for families who are unable to participate through other reasonable methods. Any in-home conference would be coordinated by appropriate school personnel and conducted in accordance with district safety and administrative procedures.
- Provide parents and guardians access to student information through the district's PowerSchool Parent Portal. As available through the system, families may monitor grades, academic progress, attendance, class schedules, discipline information, and other relevant student information.
- Encourage teachers and school personnel to maintain ongoing two-way communication with families rather than relying solely on scheduled conferences or meetings.
- Identify and address barriers that may limit parent participation, including scheduling, transportation, technology access, language, childcare, or other family circumstances. When appropriate and allowable, schools may use available parent and family engagement resources to provide reasonable support that facilitates participation.

LCSS will use parent feedback and participation data to evaluate the accessibility and effectiveness of meeting and communication practices and will make adjustments as needed. Through flexible scheduling, alternative participation methods, and individualized communication, the LEA and its schools will work to ensure that parents have meaningful opportunities to participate in their children's education regardless of their ability to attend a regularly scheduled school meeting.

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

Lauderdale County Schools (LCSS) will use collaborative and evidence-based approaches to strengthen parent and family engagement and build meaningful partnerships among families, schools, and the district. The LEA will encourage schools to adopt practices that are responsive to the needs of their families and that provide parents with meaningful opportunities to participate in their children's education.

LCSS and its schools may:

- Provide regular district- and school-level parent and family meetings, workshops, training opportunities, and informational sessions focused on student achievement, academic expectations, assessment results, and strategies families can use to support learning at home.
- Use a two-way communication model that provides families with information while also actively seeking, considering, and responding to parent and family feedback.

- Encourage parent and family representatives to participate in the Federal Programs Advisory Committee, school-level advisory groups, ACIP/continuous improvement teams, and other committees involved in planning and decision-making.
- Use a parent leadership or train-the-trainer approach, when appropriate, in which participating parents receive information, resources, and strategies that can be shared with other families through school-level meetings, workshops, or other engagement activities.
- Share successful parent and family engagement practices among schools so that effective strategies can be replicated or adapted based on individual school and community needs.
- Use parent surveys, participation data, student achievement information, program evaluations, and other available data to identify effective practices, areas for improvement, and barriers to meaningful participation.
- Encourage schools to provide flexible opportunities for engagement, including in-person meetings, virtual opportunities, individual conferences, volunteer activities, family learning events, and other activities that accommodate different schedules and family circumstances.
- Identify and address barriers that may limit participation, including transportation, childcare, language, technology access, scheduling, communication, and other needs identified by families.
- Encourage partnerships with community organizations, businesses, institutions of higher education, and other stakeholders to expand resources and opportunities available to students and families.
- Provide technical assistance and resources to schools to support the implementation and evaluation of effective parent and family engagement practices.

LCSS will periodically review the effectiveness of these approaches and use parent and family feedback and available outcome data to refine its practices. Through continuous improvement and shared responsibility, the LEA will work to ensure that parent and family engagement is meaningful, inclusive, and directly connected to student achievement and 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.

Lauderdale County Schools (LCSS) will maintain a districtwide parent advisory structure to provide parents and family members with meaningful opportunities to provide advice and recommendations regarding Title I, Part A programs, parent and family engagement, and other matters affecting student achievement and school success.

The LEA will:

- Maintain a Federal Programs Advisory Committee that includes a parent or parent representative from each Title I school to provide districtwide parent input regarding Title I programs and parent and family engagement activities.
- Encourage parent representatives to serve as a voice for the families in their schools by gathering feedback, identifying needs, and communicating recommendations to the district.
- Provide parent representatives with relevant information regarding Title I requirements, parent and family engagement activities, student achievement, assessment results, school improvement efforts, and other matters appropriate for advisory council consideration.
- Provide meaningful opportunities for parent representatives to ask questions, discuss concerns, make recommendations, and provide input into the development, implementation, monitoring, and revision of the LEA Parent and Family Engagement Policy and Title I programs.

- Use the advisory committee to review and provide input on the results of the annual parent and family engagement evaluation, including identified barriers to participation and strategies for increasing meaningful family engagement.
- Encourage parent representatives to participate in the development and review of school-level Continuous Improvement Plans/ACIPs and other school improvement activities.
- Provide opportunities for parents to review relevant school and district data, including student achievement, assessment, attendance, participation, and other information used to identify needs and develop improvement strategies.
- Maintain opportunities for additional parents and family members to provide feedback throughout the school year, even if they do not serve as formal advisory committee members.
- Consider recommendations and feedback from the advisory committee when making decisions regarding Title I programs, parent and family engagement activities, school improvement, and other efforts designed to improve student outcomes.

LCSS will seek to ensure that the districtwide parent advisory structure is representative of the families and communities served by the LEA and that parent participation is meaningful rather than advisory in name only. The LEA will use parent recommendations, school-level feedback, survey results, and program data as part of its continuous improvement process to strengthen Title I programs and parent and family engagement.

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

Lauderdale County Schools (LCSS) will collaborate with community-based organizations, businesses, institutions of higher education, and other local partners to strengthen parent and family engagement and provide families with additional resources, information, and opportunities that support student achievement and overall well-being. Community partnerships will complement, rather than replace, the services and responsibilities of the LEA and its schools.

LCSS will:

- Develop appropriate roles for community-based organizations, businesses, healthcare providers, institutions of higher education, law enforcement, local government agencies, and other partners in supporting parent and family engagement activities.
- Invite appropriate community partners to participate in parent and family meetings, workshops, informational sessions, and other activities based on identified student and family needs.
- Partner with organizations such as the Lauderdale County Sheriff's Office, local judges and courts, businesses, healthcare providers, community agencies, and other appropriate organizations to provide families with information and resources related to student safety, attendance, behavior, health and wellness, career development, workforce opportunities, and other areas affecting student success.
- Encourage local businesses and community organizations to provide resources, speakers, volunteers, mentoring opportunities, career information, and other appropriate support for family engagement and student success.
- Connect families with community resources that may address barriers to student attendance, participation, and achievement, including housing, food, transportation, healthcare, mental health, employment, adult education, financial assistance, and other support services.
- Maintain and share information regarding available community resources through schools, district communications, parent meetings, and other appropriate methods.

- Encourage community partners to participate in school-level advisory committees, family engagement events, career and college activities, and other appropriate school activities.
- Use parent and family feedback, school needs assessments, and other available data to identify additional community partnerships and resources that could strengthen family engagement.
- Establish partnerships based on identified needs and ensure that community involvement is appropriate, beneficial to students and families, and consistent with applicable district policies and federal requirements.

Through these partnerships, LCSS will expand the network of support available to students and families and provide meaningful opportunities for community organizations and businesses to contribute to family engagement, student achievement, and school success.

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.

Lauderdale County Schools (LCSS) will provide meaningful opportunities for informed participation by parents and family members, including families who may experience language, disability, mobility, housing, or other barriers to participation. The LEA will provide information, school reports, notices, and other communications in accessible formats and, to the extent practicable and required, in a language that parents and families can understand.

LCSS will:

- Provide parents and families with timely information regarding Title I programs, school performance, student achievement, assessment results, school improvement efforts, parent and family engagement activities, and other information required under applicable federal and state requirements.
- Provide translated student handbooks, enrollment and registration materials, Title I information, school reports, notices, forms, and other important communications based on identified language needs.
- Provide qualified interpretation and translation services, as appropriate, for parent meetings, conferences, enrollment activities, and other significant school or district communications when needed to facilitate meaningful participation.
- Identify families' preferred language and communication needs during enrollment and throughout the school year and update this information as needs change.
- Provide information and materials in accessible formats for parents and family members with disabilities, including consideration of appropriate accommodations and assistive technology when needed.
- Provide reasonable opportunities for parents and family members who experience homelessness, including those served through McKinney-Vento, to receive school and district information and participate in school activities and decision-making.
- Coordinate with appropriate school and district personnel to ensure that families of migratory students, immigrant students, and other students with identified barriers receive information regarding available educational programs, services, and opportunities.

- Provide take-home resources and family engagement materials in formats and languages that families can understand and use effectively, when appropriate and practicable.
- Make the LEA Parent and Family Engagement Policy and other required Title I information available through the district website, schools, meetings, and other appropriate communication methods. Translated versions or language assistance will be provided when required or appropriate.
- Provide professional learning and technical assistance to teachers, administrators, counselors, and other school personnel regarding effective communication, cultural awareness, accessibility, and meaningful engagement with families from diverse linguistic, cultural, and individual backgrounds.
- Use multiple communication methods, including telephone, email, text or electronic notification systems, school websites, printed materials, meetings, and individual communication, to increase access to information and participation.
- Use parent and family feedback, participation data, and identified needs to evaluate the effectiveness of communication and accessibility practices and make improvements as necessary.

LCSS will make reasonable efforts to ensure that language, disability, homelessness, mobility, cultural differences, or other barriers do not prevent parents and family members from receiving required information or participating meaningfully in their children's education. The LEA will continue to coordinate with schools and appropriate personnel to provide families with equitable access to information, services, and opportunities that support student achievement and school success.

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, 2026.

Lauderdale County Board of Education	**September 2, 2026**
PLAN APPROVED BY (Person or Entity)	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.