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