

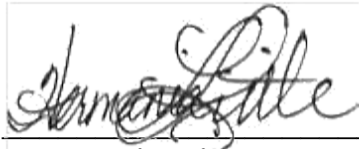
SUMTER COUNTY PUBLIC SCHOOLS

Title I, Part A
LOCAL EDUCATIONAL AGENCY PLANS
Annotated Section 1112(b) Plan Provisions
DOCUMENTATION REQUIREMENTS

Development Process – The Title I LEA Plan was developed as a compilation of required procedures and mandates of No Child Left Behind and in the framework of the district’s goals and strategic plan. Data was gathered from the schools and central office procedures.

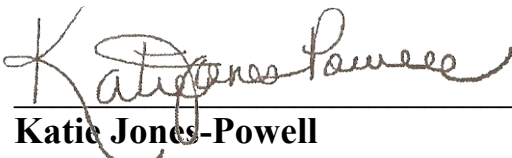
Approval Process – The Title I LEA Plan was reviewed and approved by the superintendent.

Revision Process – The Title I LEA Plan will be revised as needed during the Spring review of each academic year. If significant changes occur prior to the mid year, the principals, coordinator and superintendent will meet to discuss and revise the plan.



11/05/2014

Hermania Little,
Federal Programs Coordinator



11/05/2014

Katie Jones-Powell
Superintendent

MISSION STATEMENT

The Sumter County School District's mission is to prepare all students to be successful citizens and well-prepared workers in the twenty-first century. This will include educating them to read with comprehension, write clearly, compute accurately think critically, reason analytically, and use information coupled with technology to solve problems. Children will not be left behind while being enabled to perform to the maximum of their capabilities and to live successfully in a progressive society.

EQUAL EDUCATION OPPORTUNITY AND NON-DISCRIMINATION STATEMENT

It is the policy of the Alabama State Board of Education and the Alabama State Department of Education (SDE) that no student will be excluded from participating in, be denied the benefit of, or be subjected to discrimination in any program or activity on the basis of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability.

A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status. [*No Child Left Behind Act of 2001, Title III- Language Instruction for Limited English Proficient and Immigrant Students, Part C, Section 3302(f)*]

CONTACT PERSON

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DISTRICT GOALS

The Sumter County Public Schools LEA's Plan is written utilizing the ESEA, the NCLB Performance Goals and Indicators as identified by the US Department of Education and the Alabama State Department of Education. Sumter County's goals have been aligned with the NCLB Goals and Indicators.

1.0 Performance Goal 1: All students will reach high standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language on the state's assessment.
- 1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment.

2.0 Performance Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.1 Performance Indicator: The percentage of limited-English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance Indicator: The percentage of limited-English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for Performance Indicator 1.1.
- 2.3 Performance Indicator: The percentage of limited-English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for Performance Indicator 1.2.

3.0 Performance Goal 3: All students will be taught by highly qualified teachers.

- 3.1 Performance Indicator: The percentage of classes being taught by "highly qualified" teachers.
- 3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development.
- 3.3 Performance Indicator: The percentage of paraprofessionals, who are qualified in accordance with the NCLB requirements.

4.0 Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- 4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the state.

5.0 Performance Goal 5: All students will graduate from high school with a regular diploma.

5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency status, and status as economically disadvantaged.
- calculated in the same manner as used in National Center for Education Statistics (NCES) reports on Common Core of Data.

5.2 Performance Indicator: The percentage of students who drop out of school.

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency status, and status as economically disadvantaged.
- calculated in the same manner as used in National Center for Education Statistics (NCES) reports on Common Core of Data.

SUMTER COUNTY PUBLIC SCHOOLS
GOALS ALIGNED WITH
NO CHILD LEFT BEHIND GOALS

Goal 1

Develop and implement an instructional program that will enable students to develop problem-solving, communication, social, and advanced technological skills needed to reach state, national, and international standards.

Goal 2

Establish a system-wide staff development program for professional and support personnel that will be on-going and consistent with instructional goals of the school district.

Goal 3

Establish and maintain standards of academic excellence, by increasing student motivation, and improving attendance and discipline; implement a program designed to improve cooperative partnerships with parents, businesses and industry.

In General - To help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include:

(A) A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this part will use—

- **To determine the success of children served under this part in meeting the State student academic achievement standards**, data included on state reports and student assessments are analyzed to identify performance influences that need improvement. Reports are sent home to parents. Home reporting of student progress is an on-going activity with progress reports, report cards, and parent conferences. Other informative activities include open houses correlated with the State's student performance standards as determined by the SDE using standardized test scores. Schools continually assess student performance through Performance Series, DIBELS Next, STI End-of-Month Tests, EXPLORE/PLAN, etc.
- **To provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in Section 1111(b)(1)(D)(ii)***; the student assessment data is mailed to the superintendent. The superintendent gives the results to the System Test Coordinator. The system coordinator meets with the administrators, directors and advisory members to discuss the performance results of the schools. The building principal and instructional leader reviews the test data and disseminates the assessment results to the teachers. The teachers work as a grade level/departmental team or individually to review the test data. Strengths and weaknesses are identified. Profile sheets are developed from the assessment results to formulate a comprehensive needs assessment and instructional intervention plan. Sumter County School System presently serve five ELL students. Presently, there are no migrant students; however, once enrolled, the school will provide services as mandated.
- **To assist in diagnosis, teaching, and learning in the classroom in ways that best enables low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum**; The Sumter County School system uses Performance Series and End-of-Month Tests as benchmark assessments for the students in 3 – 8. Performance Series is a web-based assessment that assesses the students' performance in reading, math, and language using state and national standards.

In addition, all students in grades K – 6 receive frequent progress monitoring in reading three times a year using the DIBELS Next assessment.

- **To determine what revisions are needed to projects under this part so that such children meet the State student academic achievement**

standards; Each school has a school-wide planning team staffed by school personnel, parents, administrators, community leaders, Title I staff and students (Middle and High Schools). This team is responsible for initial school-wide planning and meets regularly to review new data, monitor program implementation and adjust program components to ensure that students meet the state's performance standards.

- **To identify effectively students who may be a risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under Section 1208**.**

State performance data and data collected from DIBELS Next, Performance Series web-based assessment, and passing the AHSGE are used to identify students who are academically at-risk. Further identification is achieved through small group intensive intervention by the classroom teacher and reading coaches.

The Sumter County Public School System assesses the students in grades K-12 to ensure that they are receiving high-quality instruction. In order to assess our students, the school district participates in the required assessments by the State Department of Alabama on an annual basis. Students in grades three through eight participate in the ARMT+. High school students are administered the Alabama High School Graduation Exam and ACT to assess reading, writing, math, science, language arts, and social studies. Some special education students are assessed with the Alabama Alternative Assessment.

The Sumter County Public School System communicates the progress of the district and each school at least annually to the teachers, parents, students, and community members. This information is presented in parent conferences, board meetings, PTA meetings, faculty meetings, grade level/departmental meetings, state reports, and/or on institute day. Assessment results and program offerings will be provided in the language the parent can understand.

[*Reporting student progress using vocabulary describing three levels of achievement: Basic, Proficient, and Advanced]

[**Section 1208(7)(D) – The term “classroom-based instructional reading assessment” means an assessment that (i) evaluates children’s learning based on systematic observations by teachers of children performing academic tasks that are part of their

daily classroom experience; and (ii) is used to improve instruction in reading, including classroom instruction.]

(B) At the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in such section.

In addition to the academic indicators described in Section 1111, **the Sumter County Public School System gathers data from various sources prevalent to behavior, health, attendance, technology, school climate, and employee performance. Student Incident Reports (SIR), National Study of School Evaluation (NSSE) Surveys, and School Surveys are data sources utilized to identify the behavior and attitudes of students. Health survey inventories are utilized to target students' physical and mental concerns. The INow computer system is utilized to track student and employee attendance records. Technology Surveys are collected to determine needs as it relates to this area. Likewise, Parent Surveys and NSSE Questionnaires are utilized to determine school climate. EDUCATE Alabama and the Sumter County staff support evaluation results are utilized to evaluate the performance of certificated and non-certificated employees.**

(C) *A description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards.*

The Sumter County School System will provide additional educational assistance to individual students assessed as needing help in meeting the states challenging student academic achievement standards by providing the following services:

- Education Supervisors, Personnel Evaluation Coordinator, School Improvement Specialist, Reading Coaches and Contract Consultants provide professional development sessions to teachers to target specific weaknesses identified from student assessments and EDUCATE Alabama results
- Extended Day Programs reinforce local, state and national standards to students needing additional assistance
- On-going monitoring of student performance is provided through use of student assessment management software to provide concrete data identifying targeted needs throughout the school year
- Scientifically research based programs are provided
- Structured intervention is embedded in the regular school day
- On-going quality professional development for teachers based on formal and informal instruments that target areas of focus is conducted

- Parenting workshops that will help parents assist their child/children at home
- Field trips are provided that relate to academic standards
- Individual and small group instruction is provided to students identified as needing assistance
- Accommodations are prescribed for the teachers by the Response to Instruction (RTI) Framework to help the students that are in need of assistance.

(D) A description of the strategy the local educational agency will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals and, if appropriate, pupil services personnel, administrators, parents, and other staff including local educational agency level staff in accordance with sections 1118 and 1119.

The LEA provides in-service education/professional development for teachers, and where appropriate, pupil services personnel, administrators, parents and other staff in accordance with professional development program requirements through the implementation of the system's professional development plan. All activities are planned through the Professional Development Coordinator.

Professional development needs for the Sumter County Public School District are all data driven. The district's professional development activities are derived from several data sources. A needs assessment is completed to determine the needs of teachers, administrators, paraprofessionals, support personnel, parents and students where applicable. The data sources utilized to conduct the needs assessments are as follows:

- *School Needs Assessments
- *EDUCATE/LEAD Alabama Results
- *SDE Instructional Review
- *SACS Documents
- *Support Personnel Evaluation Results
- *Survey Results
- *State Assessments
- *SIR Data
- *INow Attendance Reports
- *Questionnaires

The results from the aforementioned data sources are utilized to develop the district's professional development plan. Funds from federal, state and local allocations are coordinated to implement the professional development

activities outlined in the plan.

(E) A description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as:

The local education agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school through six components:

- On-going Communication – Transition meetings will be held with targeted teachers specific to the transition grades with principals and educational district administrators throughout the year from Head Start – post secondary to maintain ongoing communication and cooperation between, among, and within programs.
- Program Continuity- Sumter County Head Start Program works in conjunction with the elementary sites. Joint in-service and parent meetings are held with Head Start and elementary schools when possible. Assessments will be given to four year old Head Start students on the elementary campus to identify their current reading and mathematics instructional levels. For students that have met proficiency on the Head Start and LEA pre-kindergarten assessments, services will be provided for reading and math. The same reading and writing scientifically research programs have been purchased for the elementary schools as well as the middle schools to provide continuity and consistency. Community extended learning organizations meet to discuss expectations, academic standards, strengths and weaknesses of current programs and student performance.
- Involvement of Parents – The involvement of parents is designed throughout the system with three purposes: to promote meaningful parent and family participation, to raise awareness regarding the components of effective programs, and to provide guidelines for schools that must improve their programs

Support of Children – The Sumter County School System follows federal guidelines to provide services for children with Limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program through RtI, Transition Teams,

Individualized Education Plans, and through monthly grade level/departmental meetings in grades Pre K-12. Students with disabilities will be eligible for Title I services on the same basis as other students.

(F) An assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

In the Sumter County School System, schools will participate in the National Assessment of Educational Progress (NAEP) for 4th and 8th graders in the areas of reading and math upon request by the State Department of Education according to Section 411 (b)(2) of the National Educational Statistics Act of 1994.

(G) A description of the poverty criteria that will be used to select school attendance areas under Section 1113.

In accordance with NCLB, Section 1113, Title I funds are distributed to schools using the 35% rule. Attendance area eligibility is calculated based on free/reduced lunch data and enrollment for the first 40 days for all schools during the preceding school year to determine each school's poverty level index. Schools are then rank ordered according to their poverty level index with the school having the greatest percentage of children in poverty ranked first.

(H) A description of how teachers, in consultation with parents, administrators, and pupil services, personnel, in targeted assistance schools under Section 1115, will identify the eligible children most in need of services under this part.

The Sumter County School system operates school-wide programs at each participating school site. Therefore, targeted assistance schools are not operable in the school district. If targeted assistance schools ever exist in the district, federal guidelines will be adhered.

(I) A general description of the nature of the programs to be conducted by such agency's schools under the Schoolwide Program (Section 1114) and the Targeted Assistance Program (Section 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.

Sumter County System will comply with all policies and procedures set forth under Sections 1114 and 1115. Schools are provided opportunities to purchase scientific research based programs that will have a direct impact on the specific

needs of each individual school. School-wide scientifically researched based programs include:

- **Accelerated Reader** - A technology -based program designed to increase students' interest in reading and comprehension skills. The program provides continuous assessment and accountability for literature-based reading and comprehension.
- **Imagine It! Reading** - an instructional program designed to help students increase skills in the areas necessary for reading – letter identification, reading vocabulary, concepts about print, hearing and recording sounds in words (phonemic awareness) and text reading.
- **LANGUAGE!** – A comprehensive, research based reading program for K-12 students that incorporates a systematic instructional framework of teaching, modeling, assessing, and reviewing/remediating essential reading skills and strategies.
- **New Century** - A comprehensive standards-based program that includes interactive software and teacher materials that focuses on reading, writing, language arts, and math.
- **Alabama Reading Initiative** - A program initiative which provides training for teachers to enhance instruction in reading comprehension, phonics, phonemic awareness, vocabulary, and writing.
- *STI-End-of-Month Test* -

(J) A description of how the local educational agency will 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.

Currently there are no students identified as migratory or former migratory within the Sumter County School System. However, services will be provided if the need arises.

Sumter County School System will utilize policies and procedures set forth by current laws and enactments of the No Child Left Behind Act of 2001 to ensure

that all children classified as migratory or former migratory receive proper services.

In the event students are identified and enrolled, the following procedures will be adhered:

- ◆ School Principal will notify the Migrant Coordinator
- ◆ Migrant Coordinator will notify the principal to make contact with the student's parent
- ◆ A parent meeting will be scheduled to discuss available services

Services will be rendered to eligible students.

(K) If appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under Section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program.

The Sumter County Head Start Program works in conjunction with the elementary sites. Joint in-service and parent meetings are held with Head Start and elementary schools when possible. Head Start administrators, elementary principals, district administrators and other central office personnel meet periodically to discuss the overall progress of students at both levels. This maintains communication and ensures student success at both levels. Assessments will be given to four year old Head Start students on the elementary campus to identify their current reading and mathematics instructional levels. For students that have targeted scores at the kindergarten level, services will be provided for reading and math.

Additional system level partnerships are established in the following areas:

- Classroom space for Head Start students to assist in smooth transition from preschool to kindergarten.
- Joint collaboration between kindergarten and Head Start teachers to discuss expectations, academic standards, strengths and weaknesses of current programs and student performance

(L) A description of the actions the local educational agency will take to assist its low-achievement schools identified under Section 1116 as in need of improvement.

Currently, the Sumter County School System has no schools in school improvement. In addition to assisting principals with curriculum and instruction,

district level administrators attend professional development sessions on a continuous basis. Also, a reading teacher is on staff at Sumter Central High School. Information received in these sessions is shared with the teachers to improve instruction.

The system continuously analyzes school data to ensure that each school is making adequate progress. After data is analyzed, the administrators use the data to purchase or replenish scientifically based research programs, develop effective strategies, and provide support through professional development in areas of high need. Analyzed data is used to drive instruction in the Sumter County Public Schools. EDUCATE ALABAMA evaluation results are analyzed to identify teachers in need of assistance. Currently, EDUCATE ALABAMA is used for formative evaluation.

(M) A description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of Section 1116.

The school district will provide school choice to the students of the school in school improvement no later than the first day of school. Each student will be notified in writing about his/her option to transfer to a high performing school in the school district. Priority will be given to low performing students from low-income families.

The school district will provide written notice to the parents of each student enrolled in a school identified for school improvement once a year, if applicable, to explain the type of supplemental services that are available. Moreover, the letter will provide a list of providers that are approved by the State Department of Education from which each parent may select services for his/her child.

(N) A description of how the local educational agency will meet the requirements of Section 1119, Qualifications for Teachers and Paraprofessionals.

Our goal is that 100% of all newly hired teachers will be highly qualified. In addition, our goal is that 100% of our existing teachers maintain highly qualified status.

Employees not meeting the requirements of being highly qualified by the State Department of Education will be notified that they must meet the requirements by the end of the school year. In an effort to assist individuals in achieving highly qualified status, a plan is developed by the employees in collaboration with a central office administrator to determine how and when an employee will obtain highly-qualified status. Employees may select the following

options: complete required coursework necessary to become highly qualified, obtain a higher degree, take the PRAXIS test, or complete the HOUSSE (option only for certificated elementary personnel). The principal will consider qualifications and HQT status in making staffing decisions.

-The principal will become familiar with the highly qualified teacher and paraprofessional's requirements according to the *No Child Left Behind Act of 2001* standards. He/she will also conduct quarterly reviews to monitor the progress of each teacher/paraprofessional that is not highly qualified according to the standards.

Highly Qualified Teacher Status-

The system uses the same checklist identified by the State Department of Education for determining HQT status.

Recruitment of HQT Teachers and Paraprofessionals

The Sumter County School system makes every effort to employ competent, highly qualified teachers.

Notification letters of anticipated openings are sent to each principal from the Human Resources Department for posting. These notifications are posted at the Central Office, Material Center, each school, and on the school and state websites. Additionally, postings are placed in the newspaper. Once a position is open, the principal contacts the Human Resource Director to review applications. The decision to interview is based on many variables, such as completeness of application, area of need, qualifications and field of applicant. Qualifications of prospective employees will be closely reviewed and documented to ensure that required qualifications are met. Applicants are interviewed by the principal and the superintendent or his/her designee. The superintendent makes recommendations to the Board of Education. Placement of employees is based on certification, experience, specialized training and needs.

Strategies that have been and are currently being used to attract high-quality, highly qualified teachers include:

- College recruitment from surrounding areas.
- Advertising through local newspapers, education journals, Internet, etc.
- Advertise and provide on the school district's web page, job opportunities and applications

- Contact university and college job placement offices for lists of graduates from the college of education who offer the qualities that are being sought.
- Mentoring program to novice teachers and teachers who are new to the system

A new teacher orientation seminar is held annually before the opening of school to familiarize new hires with system-wide procedures and policies. Professional development opportunities will be available to strengthen skills/improve knowledge and provide effective practices utilized in the classroom.

Paraprofessionals provide instructional support services under the direct supervision of certificated teachers. Professional development opportunities will be provided to strengthen skills/improve knowledge of non-certified personnel. Paraprofessionals will follow state guidelines and procedures to meet certification requirements.

Sumter County Public Schools Plan for NCLB Course Reimbursement

Sumter County Public Schools will allocate at a minimum, 5% of Title I funds to ensure that:

- Title I Teachers are highly qualified,
- All teachers in Title I school-wide programs are highly qualified
- Title I Instructional Assistants are highly qualified,

Sumter County Public Schools will allocate funds under Title II, Part A on a first come first serve basis with:

- First priority given to core academic teachers,
- Second priority given to other teachers on the basis of need.

Application Process

Teachers seeking reimbursement for courses completed to meet the NCLB Highly Qualified Teacher requirements must submit a letter of application to Sumter County Public Schools Human Resources Office acknowledging that they

(1) do not meet the federal HQT criteria; (2) need a specific course or courses, listing the course number and course description from the University catalog; and (3) indicate the time frame in which they intend to take the course.

Procedures for Reimbursement

1. Application is received and approved prior to enrollment in the course.
2. *The original paid receipt(s) along with a copy of the grade report, applicable fees, and class schedule must be submitted in order for reimbursement to occur. The grade report must contain the title of the course, the course number as approved on the application, the credits earned, and the grade from the course. Reimbursement will occur only when the grade report shows a passing grade. If the grade is not sufficient to receive credit from the university or college, reimbursement will not be granted.*

Responsibilities of Teacher /Paraprofessional and Sumter County Public Schools:

Sumter County Public Schools will pay the registration for Praxis. Sumter County Public Schools will not reimburse for courses paid by scholarship or other financial assistance. Reimbursement will be made for out-of-pocket tuition expenses and the required textbook. Documentation must be submitted within 2 weeks following completion of the course. Reimbursements will be made upon completion of the course and all necessary documentation is completed. Reimbursements will be paid within 30 days of documentation reception.

(O) A description of the services the local educational agency will provide homeless children, including services provided with funds reserved under Section 1113(c)(3)(A).

The Local Education Agency will secure funds as necessary through Homeless Grants to provide services comparable to those students not in need of services. Students will be identified utilizing criteria set forth in NCLB. Services rendered will be based on individual student needs.

The Homeless Program will address the following goals:

- Access to high quality education, opportunities and services that would

- ensure educational success
- Provide homeless children and youth with adequate clothing, personal and educational items, and transportation as needed.
- Involve parents or guardians of homeless children and youth in the education of their children
- Collaborate and coordinate high quality services between the Homeless Program, other Federal Programs (i.e. Title I, Title IV, Title V, Title VI) Head Start, At-Risk Program, Sumter County Children’s Policy Council, Department of Human Resources, and other community agencies
- Provide professional development for educators and administrators to increase their awareness of the needs of homeless students.

Designated school personnel and other community agencies will refer homeless children and youth to the designee. Prompt assistance will be given to the homeless children based on identified needs.

(P) A description of the strategy the local educational agency will use to implement effective parental involvement under Section 1118. (Note: Your LEA’s complete parental involvement plan with all required components should be included as a part of this LEA Title I Plan or as an addendum to this plan.)

Parent Policy/Plan

The Sumter County Board of education recognizes that a child’s education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the School District to educate all students effectively, the schools and parents must work as knowledgeable partners.

Although parents are diverse in culture, language, and needs, they share the school’s commitment to the educational success of their children. This School District and the schools within its boundaries, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

To this end, the Board supports the development, implementation and regular evaluation of a parent involvement program in each school, which will involve parents at all grade levels in a variety of roles. The parent involvement programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components of successful parent involvement programs:

- ❖ Communication between home and school is regular, two-way and meaningful.
- ❖ Responsible parenting is promoted and supported.
- ❖ Parents play an integral role in assisting student learning.
- ❖ Parents are welcome in the schools, and their support and assistance are sought.
- ❖ Parents are full partners in the decisions that affect children and families.
- ❖ Community resources are made available to strengthen school programs, family practices and student learning.

The Board supports professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

In addition to programs at the school level, the Board supports the development, implementation, and regular evaluation of a program to involve parents in the decisions and practices of the School District, using to the degree possible, the components listed above.

Engaging parents is essential to improve student achievement. The Board shall foster and support parent involvement. The LEA reserves not less than 1% of its total Title I, Part A allocation to implement its Parental Involvement Policy and Plan. Not less than 95% of the funds reserved are distributed to Title I participating schools for the purpose of carrying out Parental Involvement Plans.

Listed below are the activities under the standards, which the LEA has incorporated.

I. Communication between home and school is regular, two-way, and meaningful.*

- Brochures shall be provided to give positive, practical information about our school programs
- Parent School Compacts shall be distributed to create a chain to pledge our dedication and loyalty to student success
- Deficiency of progress reports and report cards shall be sent to parents
- Parents shall be given frequent feedback on classroom progress

II. Parenting skills are promoted and supported.*

- Parents are included on all advisory committees.

- Parents are immediately notified and actively involved in correcting academic and discipline problems
- Frequent bulletins shall be sent home to inform parents of any activities, upcoming events, or school status.
- Parents/Community volunteers provide a sign-in sheet.
- Volunteers are welcome and provided a sign-in sheet.
- Health referrals are made available to parents by the county school nurse for assistance.

III. Parents play an integral role in assisting student learning.*

- Information shall be provided to help develop a relationship between parents and teachers that will foster learning at home.
- Parents shall be periodically informed, via newsletter, of home activities and common objects that can be used to reinforce and enhance skills being taught.
- Parents shall be invited to schedule meetings on a regular basis.

IV. Parents are welcome in school, and their support and assistance is sought.*

- There is a place for parents to sign-in near the entrances where they are greeted by the office staff. An attempt is made to create a climate in which parents feel valued and welcomed.
- Parents are provided opportunities to volunteer in a variety of ways.
- Letters of appreciation, receptions, and gifts are presented to parents and other volunteers.

V. Parents are full partners in the decisions that affect children and families.*

- Parents are included in all decision-making and advisory committees, including revision of the parent/student/school compact. They are trained for such areas as policy, curriculum, budget, school reform, initiatives, safety, and personal.
- Parents are provided with current information regarding school policies, practices, and both student and school performance data.
- Parental concerns are treated with respect.

VI. Community resources are used to strengthen schools, families, and student learning.*

- Distribute information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community.
- Develop partnerships with local businesses and service groups to advance student learning and assist schools and families.

- Foster student participation in community service through learning and serve activities.
- Staff members are informed of the resources available in the community and strategies for utilizing those resources.

(Q) A description of the process/procedures the LEA uses to ensure the implementation of the Parents Right-to-Know provisions under Section 1111(h)(6), Section 1112(g), and Section 3302.

I. Parents Right-to-Know

a. Notification of Qualification of Teacher—

Letters are sent at the beginning of each school year to all Title I parents informing the parents that they may request the credentials of their child’s teacher. The building principal receives a copy of the letter to be sent to parents from the Federal Programs Coordinator. Each teacher receives a copy of the form from the building principal. The teacher is asked to sign a form verifying that the forms were sent to their students. The principal sends a copy of the teacher forms to the central office verifying the process has been followed.

b. Procedure for informing parents on the level of achievement on statewide academic assessment

An overview of the state assessment results is included in a parent meeting at each school in the beginning of the year. Parents are provided explanations at the parent meetings and/or during individual parent conferences.

c. Notification of Extended Substitute that is not HQT—

Principals must submit in writing to the Central Office when a teacher requests leave that extends beyond 4 or more consecutive weeks.

d. Notification of Information to Parents in a language that they can understand—

All but one of the parents in Sumter County are English speaking parents. In the event a parent does not understand communication sent home, the appropriate

available software will be used to translate the correspondence in the language of the parent.

(R) Where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

The Sumter County School System through the Community Education Department applies for grants to support extended day learning programs, such as Twenty-First Century. Once these funds are secured, the funds are coordinated to ensure that students receive the best tutoring services available. Title I funds will be utilized to purchase scientifically researched based programs and other materials and supplies. In addition, these funds will be used to provide high quality professional development. Therefore, the funds secured from the grants will be utilized to fund transportation for the students, and teachers' salaries and fringe benefits. Through the collaboration of funds, the Sumter County School System will provide a more appropriate extended day programs for students in grades K-8.

In addition, secondary schools are encouraged to apply for grants for extended day learning programs from businesses. Once the funds are received, they are coordinated with other school funds such as Title I. This ensures that all extended day programs are following proper guidelines with NCLB, as it relates to all students. Grants are secured; collaboration occurs with the various partners to provide salaries, transportation, professional development and snacks for the students involved.

The Sumter County School System coordinates and integrates services with community agencies to provide additional learning opportunities. School principals, teachers and educational personnel collaborate with the agency's director to discuss the areas of focus and students' needs.

PROGRAM IMPLEMENTATION PROCEDURES

I. Procedure to Assure Comparability Requirements Are Met—

The custodian of funds and federal programs coordinator meet to discuss the comparability requirements for the Title I programs. The SDE state teacher units are disseminated to all involved to identify the number of teacher units each site is eligible to receive. A school personnel form is developed identifying and listing the teacher.

II. Procedure for attracting high quality and highly qualified teachers in high need schools

Job announcements and job applications are available on the system web site for easy access to applicants. The SDE HQT checklist is used to insure requirements are for any applicant.

III. Procedure for coordinating and integrating federal, state and local services and programs are implemented

Ongoing staff meetings are held for program directors, coordinators, principals and the superintendent to discuss program activities and services. This process ensures supplanting does not exist. All federal funds are used for the purpose of supplementing district/school programs. The expenditure of funds is based on identified needs.

IV. Procedures for Evaluating Program Implementation and Effectiveness

All federal programs have ongoing monitoring by the federal programs coordinator through site visits, program planning meetings with principals, student assessment results and continuous communication.

V. Procedure Used to Select and Purchase Programs

Each school completes a comprehensive needs assessment to determine targeted needs. After the needs have been identified, each school is encouraged to identify programs that can be used to meet the targeted need.

VI. Procedure for allocating N or D funds

Currently there are no Neglected and Delinquent facilities located in Sumter County. If such a facility becomes prevalent, the following procedures will be followed:

- ◆ The LEA identifies N or D facilities in the attendance area
- ◆ The federal programs coordinator schedules a meeting with N or D personnel to discuss available funds
- ◆ The N or D facility completes the survey from the SDE
- ◆ The LEA receives the allocation amount
- ◆ The LEA divides the allocation by the number of students identified from each site on the initial survey
- ◆ Each N or D site receives the same allocation amount per student
- ◆ The N or D site completes the program application
- ◆ The federal programs coordinator meets with the N or D site director to establish services to be rendered
- ◆ A formal agreement is written between the LEA and N or D site
- ◆ The formal agreements are signed by N or D site director, Federal Programs Coordinator and Superintendent

VII. Procedure for allocating Title II funds

Class size reduction-

- Schools are asked to submit enrollment documentation by grade to determine classes with overages
- Schools and grades are identified with the greatest need in class size overloads
- Schools are assigned class size reduction teachers after all other eligible teacher units have been used

VIII. Professional Development Sessions

A professional development survey is distributed to each staff member by the In-service Center. The surveys are sent to the professional development coordinator to compile and develop a priority at the system level. In addition, Professional Development Plan results and student assessment results are used to identify system level professional development needs. The professional development committee discusses the needs to be identified and jointly develops the LEA professional development plan.

IX. Procedure for receiving Homeless services

An annual homeless survey is completed by the agency representative to identify students that meet the homeless criteria for eligibility. Counselors, principals, teachers and parents are informed of the homeless services. Services are provided through the homeless representative.

X. Procedure for homeless students in non-Title I schools

The system follows the procedures written in the homeless plan. All schools within the school district are Title I schools.

XI. Procedure for ensuring that homeless children are allowed to participate in available programs to other students

No student is denied participation into any program or service provided to other students. Students who are selected participate based on the specific criteria of the program for which they are seeking to participate in.

XII. Procedures for homeless preschool children

If a student who meets the qualifications and eligibility of homeless services has a preschool sibling in the same setting, then that sibling will also receive the same homeless services.

XIII. Procedure for outreach to parents of homeless children

The representative conducts home visits and provides ongoing parental involvement sessions. The parents are informed of available services provided through the homeless program through conferences, letters, brochures, community meetings and parenting sessions.

XIV. Procedure of referrals for medical, dental, mental health & other support services

Homeless children and youth are identified by school personnel through a questionnaire given when there are barriers during enrollment or a barrier while attending school. Then, school personnel notify the LEA homeless representative. A request for assistance form is filled out to properly address the needs. The homeless representative identifies the needs of the homeless children and families along with the resources the school district and the community offers. The representative collaborates with community service agencies such as the Department of Human Resources, Children of the Village, Mental Health Department, Head Start, local churches and other organizations to eliminate barriers. The LEA representative will assist homeless families that have special needs such as health services (medical, dental, mental) by making referrals or arrangements for them when needed. The parents and guardians of homeless children and youth are informed of transportation services, including transportation to and from school, doctor visits, and local agencies. At the end of each school year, school personnel are asked to identify students by filling out a needs assessment survey form.

XV. Procedure for the LEA to provide professional development for school LEA personnel concerning identification and eligibility of homeless children.

Professional Development for the homeless program will be provided for all personnel. In-Service meetings will provide information to increase awareness of the homeless children and will provide information on how the conditions of homelessness impact a child's ability to learn. The staff in-service sessions will also discuss the goals of the homeless program.

XVI. Procedure for paying fees and cost for obtaining & tracking records of homeless students

The LEA representative is notified of any costs associated with obtaining records of homeless students. LEA policies and procedures are followed for payment of fees.

XVII. Procedure to students receiving school supplies

The teacher, counselor, and/or principal notify the representative of needed supplies. The representative gathers the needed supplies to be given to the child.

XVIII. Procedure to assure homeless children are not stigmatized

To prevent identification of the homeless child, the representative will issue the supplies away from the presence of other students. Tutorial services will be made available to all eligible students. Therefore, no distinction will be made between homeless and non-homeless students.

XIX. Procedure for assuring team involvement with Title I Purchases

Purchase orders are completed based on the identified needs of the School Wide Plan. The principal and federal programs coordinator approves all purchase orders to ensure that purchases are for items identified in the school needs assessment.

XX. Procedure for School- Wide Plan Revisions

- meet with team to discuss reason for revision
- submit in writing reasons for revision/Include data to support request
- submit in writing the specific changes requested
- Federal Programs Coordinator notifies school of revision approval

XXI. Procedure for evaluating the program

Role of School-

- Conducts a comprehensive needs assessment
- Reviews progress throughout the school year
- Completes an end of the year summary

Role of Federal Programs Coordinator

- Conducts school site visits
- Approves School wide plans
- Monitors implementation of programs
- Reviews school site plans
- Reviews school site end of the year reports
- Conducts random surveys

Role of Comprehensive Advisory Committee

- Develops a comprehensive survey
- Summarizes and reviews data from end of the year reports
- Compile an LEA annual evaluation report