



## ***Opp City Schools*** **LEA Title I Plan**

### **1. Sec. 1112(b)(1)(A)**

**Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.**

In order to improve student achievement, Opp City Schools have made a conscious effort through this consolidated plan to align the various programs in a coordinated effort to supplement the local and state education improvement efforts. The focus is on monitoring students' progress in meeting challenging State academic standards by changing educational strategies, encouraging comprehensive systematic school reform, upgrading instructional and professional development to align with state standards, strengthen accountability, and promote the coordination of resources to improve education for all children.

The consolidated plan will provide a framework for determining how resources of federal programs will be used; it encourages cooperation and collaboration across federal programs and integrated federal program goals with the Opp City Schools' plans for educational improvement.

Through the consolidated efforts of administrators, counselors, teachers, parents, students and community leaders, the following plan was developed to help low-achieving children meet challenging achievement and academic standards for both the Title One Schoolwide funded programs at Opp Elementary School and Opp Middle School.

As required in Title I, Part A, the LEA Plan was developed in consultation with teachers, principals, administrators, other appropriate personnel, and with parents of children in schools served under Title I. The plan is reviewed twice yearly by the Federal Programs Advisory Committee, once in the fall and once in the spring. Once revisions and changes are made the plan is sent to Superintendent for approval and then to SDE Federal Programs Specialists for state approval. A list of committee members is attached.

The school wide plans will be reviewed for revision on an as need basis each year. The plans will be made available to parents and to the community for review at each school office and central office. Availability of these plans will be announced through individual school communication resources.

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

Opp City Schools will engage in a systematic approach that will monitor students progress as well as identify those that may be at risk for academic failure. This approach will recognize the important aspects of educational assessment. Efforts will be transitory nature of learning, frequent assessment, and use a variety strategies and materials.

The LEA will implement the following assessments to:

- To determine the success of children served under this part in meeting the State student academic achievement standards
- 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)
- 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 academic achievement standards and do well in the local curriculum
- To determine what revisions are needed to projects under this part so that children meet the State student academic achievement 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.

Classroom-based instructional assessments for reading and math include the following:

- Progress Monitoring -This provides instant feedback for the teacher and yields areas that student may need specific remediation or intervention instruction.
- STAR Test for basic reading ability grades K-8
- STAR Math (aim line and projective learning)
- Reading Horizons
- Scantron Grades 6-8.
- Accelerated Reading program is utilized to measure basic, proficient, and advanced reading skills for grades 1-8.
- STRIDE Academy
- iReady Reading and Math Diagnostics

**(B) Other Indicators**

Opp City Schools utilizes the following non-academic indicators to address academic achievement:

- Summary of Attendance
- RTI Data
- Retainee lists
- List of D's and F's every nine week reporting period
- Survey data (climate)
- Parent Participation Data
- Discipline Referrals

- Environmental Factors
- iReady Diagnostic Assessment Formatives
- After School Tutoring
- Summer Learning Programs

**3. Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.**

Reform efforts already in progress will be expanded to increase program coordination, program integration and student improvement in achieving high academic standards. These include:

1. LEAPS- Learn Every Day At Pre School- pre-K program funded by First Class Grant through OSR (Office of School Readiness)
2. Embedded remediation programs, K-8 (Reading and Math)
3. Alabama Reading Initiative (ARI) K-8
4. LETRS Training
5. Dyslexia Screening
6. Parental Involvement Activities
7. At Risk – DARE, Early Warning Truancy Prevention; Counseling Services through Covington County Mental Health at each school (students and parents).
8. Student Advocacy Programs
  - The Leader in Me – OES
  - Greek Houses - OMS
9. Envision Math
10. SPIRE Reading
11. Summer Learning And Literacy Academy (SHINE 1-8 grade)
12. BCBA- behavioral support through The Learning Tree and Cynthia Boyd Behavioral Counseling
13. LTF Training – Laying the Foundation and Teaching Strategies Academy
14. Embedded Mental Health Services

**4. Sec. 1112(b)(1)(D)**

**Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.**

LEAPS- Learn Every Day At Pre School- pre-K programs funded by First Class Grant through OSR (Office of School Readiness)

Embedded remediation programs, K-8 (Reading and Math) - Utilization of evidence based programs (iReady,, Reading Horizons, and SEL Behavioral)

Alabama Reading Initiative (ARI) K-3, Literacy Initiative

Alabama Math and Science Technology Initiative (AMSTI) K-8  
Dyslexia Screening

Engage NY – K-8 (Math)

SPIRE Reading for Identified Students

Summer Learning Academy (SHINE 1-8 grade)

BCBA- behavioral support through Board Certified Behavioral Counseling

LTF Training – Laying the Foundation and Teaching Strategies Academy

Embedded Mental Health Services

ACAP Assessment Data

#### **5. Sec. 1112(b)(2)**

**Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.**

There are no inequities in teacher assignments regarding high/poverty/high minority versus low poverty/low minority schools in the district at this time.

Opp City Schools will continue to participate in the following activities to ensure that ALL students are being taught by effective, experienced and in field teachers.

District will continue to participate in Teacher Recruitment Fairs for surrounding 4 year colleges and minority colleges to seek the most highly qualified teachers to fill vacancies.

The district will continue to support individual schools participating in leadership programs to change school climate and culture.

The district will continue to provide and seek the most appropriate Professional Development activities to support Certified and New teachers and instruction.

The district will participate in the Alabama Teacher Mentoring Program.

- Identify LEA Mentor Liaison
- New teachers will receive mentoring for a minimum of 1 to 2 years.
- Active teachers will mentor new teachers on a one-to-one basis.  
Retired teachers can mentor new teachers on no more that a 15-to-1 ratio.
- Each new mentor should be chosen by a committee comprised of teachers and administrator(s) and must successfully complete Alabama Beginning Teacher Mentor Training or an equivalent locally developed training program.
- Mentors will receive a stipend of \$1,000.00 per year for each new teacher they mentor.
- Mentors and mentees should strive for an average of 2.5 hours of contact time during each week of the school year. It is understood that contact hours will vary from week to week, but sufficient time should be scheduled to provide the mentee with the appropriate level of support and guidance.

- Each mentored new teacher will complete regularly scheduled assessments of mentor program effectiveness

All teachers will be assigned to teach a grade level(s) and subject(s) for which the teacher holds proper Alabama certification and for which the teacher has been deemed certified.

The District will adhere to Title I Certification and Licensure Requirements and Parents Right To Know protocol.

#### **6. Sec. 1112(b)(3)**

**Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2) Targeted Support Schools**

Opp Elementary School and Opp Middle school have been identified as Targeted Support Schools due the proficiency gap between all students and special needs students. Each school has worked collaborate the following:

- drill down the data
- identifying learning gaps
- trends and patterns in proficiency levels from grade level to grade level
- identifying subgroups and developing learning paths for improvement
- provided professional development for regular ed and special ed teachers to enhance the co-teaching model and understand data
- provided appropriate evidence-based programs for special education students
- increased progress monitoring in math and reading
- ensure that the support put in place is implemented to fidelity in regards to frequency, time limit and content
- utilizing walk through observations to ensure all efforts are being met

#### **7. Sec. 1112(b)(4)**

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

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is —

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. (*ESEA section 1113(a)(2).*)

Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

- Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the “75 percent poverty threshold”) from highest to lowest according to poverty percentage; and

- Serve the eligible school attendance areas in rank order. (*ESEA section 1113(a)(3).*)

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools —

- The LEA must notify its secondary schools to inform them of the option.

- A majority of its secondary schools must approve the use of feeder patterns. (*ESEA sections 1113(a)(5)(B) and (C).*)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (*ESEA section 1113(a)(3)(B).*)

Opp City Schools currently operates three schools and are appropriately serving the percentage of low-income students according to eligible school attendance areas.

Opp Elementary School – Grades K-4 (45.31%)

Opp Middle School – Grades 5-8 (44.36%)

Opp High School – Grades 9-12 (34.59%)

## **8. Sec. 1112(b)(5)**

**Describe the nature of the programs to be conducted by such agency’s schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs**

### **Neglected and Delinquent**

#### Neglected/Delinquent Children and Youth

In order to be eligible to be counted as neglected/delinquent, a child age 5 through 17 must live in an "Institution for neglected children and youth," which means a public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who (a) have been committed to the institution or voluntarily placed in the institution under applicable State law due to abandonment, neglect, or death of their parents or guardians; and (b) have had an average length of stay in the institution of at least 30 days; or must live in an "Institution for delinquent children and youth," which means a public or private residential facility that is operated for the care of children and youth who (a) have been adjudicated to be delinquent or in need of supervision and (b) have had an average length of stay in the institution of at least 30 days.

The LEA shall collaborate with locally operated correctional facilities to:

1. carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment or further education.
2. provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
3. operate programs in local schools for children and youth returning from correctional facilities and programs, which may serve at-risk children and youth.
4. Opp City School System does not have a local correctional facility within the district boundaries of the LEA at this time and no active students that fit the Neglected/Delinquent criteria.

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

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

Opp City Schools has Homeless Guidelines and a Board Approved Homeless Dispute Resolution Policy on file at the Central Office. A copy also can be viewed in the offices of Opp Elementary and Opp Middle School.

Administrative Procedures for Enrolling and Admitting Students is as follows:

The Opp City School System will employ practices that increase the awareness of the Homeless Education program. The district shall notify parents/guardians of homeless children and youth of available resources and assist them in accessing the resources.

The Opp City School System shall conduct an annual evaluation of its Homeless Education program to determine the effectiveness of the program. The system will adjust practices and procedures as needed to improve the effectiveness of implementation and student achievement.

Definition:

For the purpose of identifying homeless children and youth, the Opp City School System shall use the McKinney-Vento Act's definition of homeless children and youth. The Act defines homeless children and youth (twenty-one years of age and younger) as:

Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason (sometimes referred to as doubled-up);
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;

- Living in emergency or transitional shelters;
- Abandoned in hospitals; or
- Awaiting foster care placement.

Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Migratory children who qualify as homeless because they are living in circumstances described above.

The term ***unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian. This includes youth living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing and children, youth denied housing by their families (sometimes referred to as “throwaway” children and youth), and school-age unwed mothers, living in homes for unwed mothers, who have no other housing available.

The ***school of origin*** is the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

## HOMELESS EDUCATION PLAN

### **Purpose of the Program**

Homeless children and youth will be provided the opportunity to receive a free and appropriate public education regardless of their residency status. The program will ensure that these students are afforded equal access to academic and other services that will allow them to meet the same challenging state achievement standards as non-homeless students.

The program provides procedural guidelines to ensure that homeless students are not denied enrollment due to the lack of registration documentation at the time of enrollment. Homeless children and youth, including preschool age children, will be enrolled immediately pending obtainment of the necessary documents. The school counselor will assist parents, guardians, or unaccompanied youth in obtaining the proper documentation.

The homeless education program makes every effort to provide homeless children and youth with a stable school environment by enrolling students in the *school of origin* and providing them with transportation to and from the school of origin. Provisions are made for parents guardians, or unaccompanied youth to decline enrollment in the *school of origin*.



The program provides for a homeless liaison that will ensure program implementation and coordinate efforts to ensure that homeless children and youth, including preschool age children, are provided the opportunity for academic success.

#### Identification & Registration Procedures

Homeless children and youth are often undetected. The district will conduct training sessions with the appropriate school personnel to inform them of methods of identifying homeless children without using stigmatizing terminology. The district will use a *Residency Questionnaire* (Appendix A) to facilitate identity of homeless children and youth and preschoolers. The parent, guardian, or unaccompanied youth will complete the *Residency Questionnaire* at the time of registration. The school counselor may provide appropriate assistance to the parent, guardian, or unaccompanied youth in answering the questionnaire if necessary.

A copy of the *Residency Questionnaire* must be submitted to the Opp City Schools Homeless Liaison on the day of registration. The school will maintain the original form in the file separate from the student's permanent record for audit purposes during the year. This file should be housed in the school counselor's office.

The parent or guardian may enroll a homeless child or youth with or without proof of residency, birth certificate, social security number, immunization record, or school records. The school counselor or principal's designee will provide the parent, guardian, or unaccompanied youth appropriate assistance in obtaining the necessary records and documents for enrollment. Enrollment without the required immunization record will be pending receipt or acquisition of immunization documentation. The existing method of assigning a student number will be employed when a student enrolls without a social security number. A student is assigned a number through the Central Office utilizing the existing method. (See attachment 1-A)

An unaccompanied youth may enroll him or her. In this case, the school principal or designee will immediately contact the Opp City Schools Homeless Liaison to report the enrollment of an unaccompanied youth. The school will provide the youth with proper assistance in language that the student understands. The Opp City Schools Homeless Liaison (Appendix B) will assist the homeless unaccompanied youth in obtaining eligible educational services.

The application process for free and reduced priced meals can be expedited for homeless children and youth. The determination for free meals may be made without completing the full application process (source: U. S. Department of Agriculture:

[http://www.nlchp.org/FA\\_Education/new\\_usda\\_memo.pdf](http://www.nlchp.org/FA_Education/new_usda_memo.pdf)

#### **Identification of Homeless Preschoolers**

The Opp City Schools Homeless Liaison will collaborate with local community service agencies (e.g. Head Start, Department of Human Resources, Health Department, faith-based organizations and the court system, etc.) and school personnel to identify homeless

preschoolers. The district will also include homeless preschoolers and homeless children in the “Child Find” process as required by the Individual with Disabilities Education Act.

### **School Placement**

The school system will make school placement decisions in the “best interest” of the homeless child or youth. Students will continue in the *school of origin* for the duration of the homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year. Students may enroll in any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

If school enrollment decision is contrary to the wishes of the child or youth’s parent/guardian, the school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and procedure for appealing the placement decision. The complainant must file a School Enrollment Dispute (Appendix C) with the school in which the student is presently enrolled. The principal of this school will notify the Opp City Schools Homeless Liaison of the dispute and take steps to resolve the dispute.

When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The Opp City Schools Homeless Liaison will expeditiously take steps to resolve the dispute (See appendix D). If the dispute cannot be settled by the homeless liaison, the liaison will assist the complainant in seeking technical assistance from an appropriate service agency.

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

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

The LEA recognizes the importance of a smooth transition early childhood programs to public school environment. Opp City Schools will continue to ensure that efforts are continuous and possibly expanded regarding transition services. Currently OCS implements the following transition services:

- 1) A Special Services teacher serves as a liaison between the elementary school and Headstart regarding all students that will begin Kindergarten with special emphasis on the needs of children with special needs. Opp Elementary School/Preschool – special services teachers collaborate with the local Head Start program coordinators to provide preschoolers services in various areas of need, such as speech, language, reinforcement

of readiness skills and counseling. Evaluation and screening is conducted and special needs are addressed.

- 2) A scheduled tour and orientation is scheduled for Headstart students at the end of school year for upcoming Kindergarten students. The office staff at the elementary school facilitates the transfer of records and paperwork between school and Headstart to aid parents in registration process.
- 3) A Kindergarten teacher from OES conducts a Parental Involvement/Parent-Student Transition meeting with Headstart. The meeting is open to the entire community and parents are encouraged to attend. A power point presentation that focuses on procedures, helpful parenting tips and questions parents may have. An administrator from the LEA will also attend to address any other questions that parents may have regarding school procedures.
- 4) Daycares and Pre-Kindergarten Centers will visit the OES campus to meet teachers and visit classes in May. The orientation provides them with an opportunity to become familiar with school environment and staff.
- 5) LEAPS- pre-K program funded by OSR Grant for students who are eligible for Pre K services. This program is located on the campus of Opp Elementary School and operates according to their scholastic calendar. Orientation for Pre-K students is provided along with Kindergarten students.
- 6) Opp City Schools collaborate with county and community organizations such as, Department of Human Resources, Early Intervention Services, County Health Department, Youth Services, and Mental Health Services to provide services for children and parents.

#### **11. Sec. 1112(b)(9)**

**Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.**

Opp City Schools does not implement a targeted assistance program at this time. All schools implement Schoolwide Programs.

#### **12. Sec. 1112(b)(10)(A)**

**Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.**

The LEA recognizes the importance of a smooth transition from grade level to grade level and school to school. Opp City Schools will continue to ensure that efforts are continuous and possibly expanded regarding transition services. Currently OCS implements the following transition services for grades 4<sup>th</sup> to 5<sup>th</sup>, 8<sup>th</sup> to 9<sup>th</sup> and graduates to higher ed, employers, and local partners.

### Opp Elementary to Opp Middle School

A student transition meeting and tour will be conducted for all students leaving fourth grade and entering the middle school. The meeting will give students an overview of what they might expect in their new school. Also, high school administration and counselor will meet with parents and students at the end of the school year. This will familiarize students with the high school environment.

An orientation will be provided to parents and students at the beginning of each school year to enhance the connectivity between school and home. This will allow students and parents to meet their new teachers and become familiar with their new classroom, policies, and procedures.

### Opp Middle School To Opp High School

The Senior class will host a Freshmen Orientation for all incoming freshmen and students who are new to the school. The night will include a variety of activities including a tour of the school, review of rules, discussion of classes and courses available. a meet and greet with teachers and a fashion show. The end goal is to acclimate students to the school and provide a welcoming opportunity.

8<sup>th</sup>/9<sup>th</sup> grade Parents and students will come together to meet with the counselor and administrators for their four year plans. This will allow time to review their course choices, their future plans, and receive school and scholarship information.

### Graduates to Post-Secondary

The administration and counselor will meet with all upcoming Senior parents and students to discuss their class options. We will encourage participation in college courses in order to help the students begin their college journey.

### **13. Sec. 1112(b)(10)(B)**

**Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

### **Opp Middle School**

**Career Coach works with student in the 7<sup>th</sup> and 8<sup>th</sup> Grade to lay the foundation for developing a 4-year plan.**

Career Coach and Counselor begin working with students in the 8<sup>th</sup> grade to establish academic track for high school graduation. Each student in the 9<sup>th</sup> grade will develop a 4 year career plan based on student expectations and goals.

Opp High School offers a variety of options for students to pursue college credit early.

- University of Alabama Early College
- Dual Enrollment- LBW – English, Biology, Physical Science, History
- Dual Enrollment – LBW Career Tech Classes
- Advance BTA – Credential
- Business Essentials - Credential

#### **14. Sec. 1112(b)(11)**

**Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)**

The LEA has placed emphasis on reducing the overuse of discipline practices by supporting each school in implementing leadership and student advocacy programs. Opp Elementary School implements initiatives embedded in Steven Covey, The Leader in Me initiative. The 7 Habits of Happy Kids is implemented grade PreK – 4<sup>th</sup> grade.

Opp Middle School implements a student support initiative called Greek House Student Clubs. Each Greek House has an adult sponsor and a philanthropy.

Opp High School implements various clubs for students to develop positive relationships, offer support to other members of the group and promote each other's successes which leads to a positive school climate.

The District encourages a Partnership with South Central Mental Health and Cosby and Cosby Services to provide embedded mental health services to students and their families. A Social Emotional Learning online curriculum is also available for all students at each school,

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

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

- Dual Enrollment – LBW Career Tech Classes
- Advance BTA – Credential
- Business Essentials – Credential
- Co-Op – Coordinating local business with student workers
- Introduction to Graphic Arts
- Off Set Press Operations

**16. Sec. 1112(b)(12)(B)**

If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

The Career Coach will collaborate with the Career Tech Director to seek job opportunities for eligible students in the community. Student 4 year plans will be reviewed to seek the most appropriate placement.

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

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

Gifted students are identified and served according to state gifted guidelines and state funding. Title funds will be used only to supplement efforts in identifying and serving students in the gifted program. Gifted students that attend a SchoolWide program are eligible for Title I services and programs equal to those not in the gifted program.

**18. Sec. 1112(b)(13)(B)**

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

The LEA will support School Library programs in a supplemental effort. Library programs will support academic and digital literacy goals stated in the CIP.

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

**Parent and Family Engagement Written Policy (Sec. 1116 (2))**

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

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

In an effort to involve parents in the development of the LEA parental involvement plan, a Parental Involvement Committee will be formed to develop the plan. Once the plan has been developed, the Federal Programs Advisory Committee will review the LEA Plan once a year. Members will be provided information regarding the requirements of ESSA, Title I and state standards regarding Parental Involvement. The committee will be made up of parents, community leaders, and school personnel.

**A. philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.**

Each school is encourage to reach out to available community and family resources to engage and connect families and schools.

Guest speakers from the community are utilized to share career information, historical facts and topics related to character, family and school.

Civic clubs, churches, Fire and Safety and Police personnel serve as partners t our schools.

**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.**

Opp City Schools will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below: The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

**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.**

Opp City Schools has the responsibility to educate all children and to include parents reinforcing the high quality of instruction that will help students meet high performance

standards:

Train parents to assist and monitor homework and to monitor their child's progress. Provide information, training, for both home and school for the following:

ESSA, State Performance Standards, Homework and Discipline Policies of child's teacher School/Student Handbooks and Compacts, Available resources for parents to use at home such as:

- Parenting study tips
- School web page,
- Homework hotlines
- Access to student information on-line through PowerSchool Home Access (Parent Portal) and Teacher Schoology Page
- Open Door Policy to communicate with school administration and teachers
- effective parent-teacher conferencing,
- Remediation afterschool

Individual school curriculum and evidenced based programs and strategies that are being implemented.

Each individual school should address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

Parent-teacher conferences at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement, Frequent reports to parents on their children's progress, Timely exchange of information.

#### **Sec. 1116(a)(2)(D)**

**D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—**

**(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)**

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy/plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be conducted in the Spring before the Federal Advisory Committee meeting so results can be considered for possible



revisions or changes to the plan. Parents will be asked to complete surveys evaluating instructional programs and organizational effectiveness of parental involvement activities. Parents will also be involved where appropriate in serving on schoolwide committees. All parents are encouraged to participate in activities that support the school under Title I. In addition, we will be adding to this practice a bit more reflection – giving people the chance to make suggestions for how we can include others and improve our outreach. This will be completed through surveys, Advisory and CIP Committees and small group discussions. This information will be forwarded to the Administrative Offices (district-wide committees), which will use this data to evaluate, revise and implement strategies that will encourage parent-community involvement to a greater degree.

Barriers Considered: Many parents feel ill-informed about how and why academic decisions are made, Many parents, especially those employed outside the home, do not have enough time, time conflicts, parents feel educators don't value their opinions or concerns, teachers have limited time to establish sound communication with parents, teachers receive little training on how to effectively involve parents, cultural/socio-economic and language barriers.

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

Opp City Schools will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: The Federal Programs coordinator will participate in meetings with Schoolwide Committees to coordinate activities and provide guidance for allowable expenditures that may be needed to facilitate the activity(s). Results from parent surveys ,Principal's suggestion box, and committee suggestions shall be considered when developing activities. Activities aimed toward fostering student achievement and academic well-being will be a priority in establishing an effective home-school communication process.

**(iii) strategies to support successful school and family interactions**

The LEA will coordinate programs to give people the chance to make suggestions for how we can include others and improve our outreach regarding parental involvement and better serve the diverse needs of our parents and students: Headstart, Special Education, Lucille Pierce Literacy Center, South Central Mental Health Agency, local Daycare agencies, Pre-school directors and local church affiliates. Parent surveys will be utilized to gain information in regards to parent perceptions and needs.

**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.**

Opp City Schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy/plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy/plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

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

- F. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.**

Opp City Schools will take the following actions to involve parents in the joint development of its LEA parental involvement policy/plan under section 1116 of the ESSA: In an effort to involve parents in the development of the LEA parental involvement plan, a Parental Involvement Committee will be formed to develop the plan. Once the plan has been developed, the Federal Programs Advisory Committee will review the LEA Plan once a year. Members will be provided information regarding the requirements of ESSA, Title I and state standards regarding Parental Involvement. The committee will be made up of parents, community leaders, and school personnel.

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

The Opp City Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by: Opp City Schools has the responsibility to educate all children and to include parents, Reinforcing the high quality of instruction that will help students meet high performance standards, train parents to assist and monitor homework and to monitor their child's progress, Provide information, training, for both home and school for the following: *Every Student Succeeds Act*, State Performance Standards, Homework and Discipline Policies of child's teacher, School/Student Handbooks and Compacts,

Available resources for parents to use at home such as parenting study tips, school web page, homework hotlines, access to student information on-line through Power School Home Access (Parent Portal) and Teacher Schoology pages, Open Door Policy to communicate with school administration and teachers, Effective parent-teacher conferencing, Remediation Resources, Individual school curriculum and Evidenced Based Programs and strategies that are being implemented.

- H. Describe how it will provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.**

The *Opp City Schools* will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Grade Level orientations are conducted for Kindergarten, Fifth, and Ninth Grades to discuss transition needs. Orientation meetings for all other grades are conducted as well for informational purposes regarding school operations, transportation, meal pricing and options, school supplies, grade level curriculum, homework policies, code of conduct and introduction of staff. Information regarding special services such as Special Education, remediation classes, tutoring, Title I services, and after-school programs (tutoring) are addressed by the system program director. The LEA will provide parents with Title I budget and program information at the Title I annual meeting for each Title I school.

---

- I. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.**

Opp City Schools has the responsibility to educate all children and to include parents by reinforcing the high quality of instruction that will help students meet high Performance standards: Train parents to assist and monitor homework and to monitor their child’s progress. b. Provide information, training, for both home and school for the following: *Every Student Succeeds Act*, State Performance Standards, Homework and Discipline Policies of child’s teacher, School/Student Handbooks and Compacts, Available resources for parents to use at home such as parenting study tips, school web page, homework hotlines, access to student information on-line through Power School Home Access (Parent Portal), Open Door Policy to communicate with school administration and teachers, Effective parent-teacher conferencing, Remediation Resources, Individual school curriculum and Evidenced Based Programs and strategies that are being implemented.

- 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.**

Opp City Schools provides 4 Pre-K programs for 18 students through the Office of School Readiness Grant. The program is housed on the campus of Opp Elementary School and is taught by a certified teacher and teacher assistant. The program follows the academic and attendance schedule of the elementary school and district. At the beginning of school, each individual sends home a parent interest inventory. Parents that are interested in volunteering at the schools submit their wishes back to individual schools. Duties of parents include reading and listening with students, volunteering for field trips, teacher support, donation of professional services, and guest speakers. The Pre-K Programs are embedded in the elementary school environment which provides both students and parents a sense of connectivity and familiarity with school operations and atmosphere.

- K. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.**

All information related to the school and parent programs, meeting, and other activities are sent to parents in a language and format they can understand. Education jargon and acronyms that may be unfamiliar to parents should be avoided. TransAct is used to provide parents with forms in different languages that are needed to comply with *Every Student Succeeds Act*.

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

Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training; providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training; paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; adopting and implementing model approaches to improving parental involvement;

- 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.**

The Federal Programs coordinator will participate in meetings with Schoolwide Committees to coordinate activities and provide guidance for allowable expenditures that may be needed to facilitate the activity(s). Results from parent surveys

,Principal's suggestion box, and committee suggestions shall be considered when developing activities and training for teachers. Activities aimed toward fostering student achievement and academic well-being will be a priority in establishing an effective home-school communication process.

**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.**

The LEA can provide literacy training through turn around training implemented by trained staff. Individual teachers can provide in house trainings specific to grade level and curriculum, skills and learning styles. Teachers are provided an opportunity to participate in PD activities relevant to literacy. Activities include those conducted by Alabama Reading Initiative, Southeast Regional Inservice Center and other ALSDE activities.

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

Discretionary Activities: The LEA will support the following: involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;; providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;; paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;; training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;; adopting and implementing model approaches to improving parental involvement;; establishing a LEA parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs; developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and, providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

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

Opp City Schools has the responsibility to educate all children and to include parents by reinforcing the high quality of instruction that will help students meet high Performance standards, train parents to assist and monitor homework and to monitor their child's progress. provide information for both home and school for the following: *Every Student Succeeds Act*: ,State Performance Standards, Homework and Discipline Policies of child's teacher, School/Student Handbooks and Compacts, Available resources for parents to use at home such as parenting study tips, school web page, homework hotlines, access to student information on-line through Power School Home Access (Parent Portal) and Teacher Schoology Lesson Pages, Open

Door Policy to communicate with school administration and teachers, effective parent-teacher conferencing, remediation resources, individual school curriculum and evidenced Based programs and strategies that are being implemented.

- Q. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.**

In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; Each individual will have informational videos of important information and trainings posted on their website so parents can view at the convenience in the event they cannot attend meetings. Website will provide parents as a resource to retrieve school and individual classroom information. Each individual school utilizes TEXT Remind as a communication resource. Social media outlets are used in a positive manor to broaden access to school and district information.

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

The LEA will develop Parent Involvement Engagement Activities and Strategies jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by of sign in sheet and agendas of meetings. Each school will develop their Parent Involvement Goals and Strategies as represented in their Continuous Plan.

- 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.**

In an effort to involve parents in the development of the LEA parental involvement plan, a Parental Involvement Committee will be formed to develop the plan. Once the plan has been developed, the Federal Programs Advisory Committee will review the LEA Plan once a year. Members will be provided information regarding the requirements of ESSA, Title I and state standards regarding Parental Involvement. The committee will be made up of parents, community leaders, and school personnel.

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

Opp City Schools will coordinate and integrate parental involvement strategies under the following programs: The LEA will work with the following programs to give people the chance to make suggestions for how we can include others and improve our outreach regarding parental involvement and better serve the diverse needs of our parents and students. HeadStart, Special Education, Lucille Pierce Literacy Center, South Central Mental health, local daycares, Pre-K (OSR), and local church and counseling affiliates.

**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, parent 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.**

The *Opp City Schools* will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All information related to the school and parent programs, meeting, and other activities are sent to parents in a language and format they can understand. Education jargon and acronyms that may be unfamiliar to parents should be avoided. TransAct is used to provide parents with forms in different languages that are needed to comply with *the Every Student Succeeds Act (ESSA)*.

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 Opp City Schools will take the following actions to involve parents in the joint development of its LEA parental involvement policy/plan under section 1116 of the ESSA: In an effort to involve parents in the development of the LEA parental involvement plan, a Parental Involvement Committee will be formed to develop the plan. Once the plan has been developed, the Federal Programs Advisory Committee will review the LEA Plan once a year. Members will be provided information regarding the requirements of NCLB, Title I and state standards regarding Parental Involvement. The committee will be made up of parents, community leaders, and school personnel.

---

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

9/24,2021
-----------

PLAN APPROVED BY (Person or Entity)

Emily Edqar
-------------

DATE OF APPROVAL

9/17/2021
-----------

## **PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION**

### **(1) INFORMATION FOR PARENTS**

(A) **IN GENERAL.**—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:

(i) Whether the student’s teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) **ADDITIONAL INFORMATION.**—In addition to the information that parents may request under subparagraph(A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

Assurances

## **LEA CONSOLIDATED PLAN ASSURANCES**

Each local educational agency plan shall provide assurances that the local educational agency will—

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))

(4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program



- (5) collaborate with the State or local child welfare agency to
- (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency
  - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
    - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
      - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - (II) the local educational agency agrees to pay for the cost of such transportation; or
      - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation
- (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification
- (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))