

Coffee County School System
Consolidated Plan
2021-2022



SUPERINTENDENT

Kelly Cobb

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Approved by: Superintendent

8-9-2021

Date

Documentation of the process employed in the development, approval, and regular revision of the plan.

The Coffee County Schools developed the LEA plan for Title I through the administrative staff with input from individual schools, committees and programs. All schools within the system are school-wide Title I schools and completed updating school plans with technical assistance from the Central Office of Coffee County Schools. The State Department of Education provided technical assistance writing the original schoolwide plans. The schoolwide Title I plans served as a framework for the Coffee County Title I Plan.

The superintendent of education approved the plan before implementation. The LEA Plan was developed to provide the framework for serving the needs of the children of the Coffee County Schools. The federal programs coordinator developed the LEA Plan with assistance from school administrative staff, school level Building Leadership Teams (BLT), the Parent Advisory Committee, the Student Advisory Committee, community members, and other central office staff members. The plan was developed through staff meetings, committee work, and individual input after the NCLB Plan was implemented. The original plan was developed in 2004 and it is revised yearly to meet the changing needs of the schools and federal guidelines. The LEA plan will be evaluated and revised yearly by LEA personnel and committees to meet the needs of the schools and the students. The plan is then submitted to the superintendent for final approval. Copies of the LEA Title I Plan are available for review at each school site and the Central Office.

All four schools share a commitment of service to all students regardless of economic, cultural, and/or language backgrounds. The school system is committed to strengthening academic skills for all students and successfully acquiring skills needed for success in school and life. Special student populations, which include students who have been identified as English Learners, will be successfully serviced in all four schools with every effort made to eliminate barriers to their school enrollment and performance. The same commitment is made to homeless, migrant, and/or neglected or delinquent students as they are identified.

Communication documents, agenda, minutes/notes of meetings, and sign-in sheets.

Communication documents, agendas, meeting notes and sign-in sheets for meetings will be used to document ongoing work concerning the development, implementation, and evaluation of the Consolidated Plan.

Procedures and practices in place for disseminating individual student assessment results to teachers and parents.

Individual student and school assessment reports are released promptly when they are received from the SDE. The school administrators receive the reports from the system test coordinator. The school administrators release the test scores to the individual teachers through faculty meetings, department meetings, or common planning meetings so that evaluation and monitoring of the scores can be addressed by school personnel. The schools send the individual reports to the parents with the first progress report or report card issued after the test score release. This allows the test results to be sent with regularly scheduled reports so that parents will understand the importance of the results. Individual schools schedule activities for parents to explain how to interpret the test results. Individual meetings with parents are also used to disseminate their child's results. Coffee County Schools also uses SchoolCast to announce when assessment results will be sent home to each student.

Sec. 1112. [20 U.S.C. 6312]

A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency.

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.

The Coffee County School System teachers teach the standards required by the ALSDE. Teachers also use local pacing guides to ensure that the standards are introduced in a timely manner. These guides are put together by a committee of teachers and curriculum supervisors to ensure that all of the schools in the county are moving through the curriculum at a consistent pace. The pacing guides are revised and updated each year under teacher leaders, curriculum coordinators, instructional coaches, and a consultant. Test data is utilized throughout the year to determine the effectiveness of the pacing guides

Grades K-12 teachers will monitor student progress by utilizing data from the mandated state assessments, which will help determine students' success in meeting the state's student academic performance standards. These assessments will also be used to provide information to parents and students; assist in diagnosing, teaching, and utilizing appropriate learning strategies; evaluate program effectiveness; determine and provide professional development; and revise program components if necessary. The Coffee County School System participates in the following state assessments to ensure high-quality instruction and determines student success in meeting the state student performance standards:

- *AimswebPlus Assessment Grades K-8*
AimswebPlus™ is an online assessment, data management, and reporting system for screening and monitoring reading and math skills for students in Kindergarten through Grade 8.
- *ACT Plus Writing – Grade 11*
ACT Plus Writing scores may be used for post-secondary admission. All of the ACT assessments are indicators of growth or lack of growth in college and career preparedness.
- *ACT WorkKeys – Grade 12*
Measures of foundational work skills required for success across industries and occupations.
- *ACCESS for ELLs – Grades K-12*
Administered to any student identified as limited English proficient. The WAPT assessment is used to measure language acquisition proficiency. An *Alternative ACCESS for ELLs* can be administered to EL students with severe cognitive disabilities and who also participate in AAA for special needs.
- *Alabama Alternate Assessment (AAA) – Grades 3-8 and 11th*
AAA is administered to determine students' proficiency level with severe cognitive disabilities. Reading and math will be administered in grades 3-8 and 11. Science will be administered in grades 5, 7, and 11.
- *NAEP - National Assessment of Educational Progress* if selected for grades 4 and 8.
- *Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)- Grade 11*
PSAT/NMSQT scores may be used to help juniors create a clear path for their post-secondary plans and attain various scholarships.

Classroom Based Instructional Assessments include:

- GOLD for Grades K, 1, and 2/evidence-based collection of data aligned to standards
- Kuder Program
- Accelerated Reading Program
- Scott Foresman Reading Series
- iReady Mathematics
- Read Naturally/Read Live
- Progress Monitoring Tools
 - Aimsweb Plus Reading and Math Assessments

- o SPIRE/Sounds Sensible
- o STRIDE
- o Global Scholar
- o Resources for Core Reading and Math Programs

Test results indicate the students' level of success served in meeting the state student academic achievement standards. Therefore, the yearly release of test scores provides information to teachers, parents, students, and community members on progress being made toward meeting the state student achievement standards. Test results for all schools in the school system are released by the Central Office in a public forum: board meetings, news releases, parent advisory meetings, and school meetings. Individual student scores are discussed with students to be aware of their results on standardized testing. Distributed test information includes each school's results and the school system's overall results. In a comparative format, state and national results are released along with the school system's results. Particular attention is given to the test results of each grade level, subject area, and identified sub-group.

Each teacher is provided copies of the Alabama State Courses of Study and local pacing/curriculum guides. Teachers are responsible for planning and implementing their instruction based upon the contents of these documents and in response to students' individual instructional needs, including those of low achievement. The test results are examined by the system staff members using state reports and local data reports to assist in the diagnosis of strengths and weaknesses so that revisions to the local school programs, including Title I, can be implemented. The objective is that all students meet the state student achievement standards and the Coffee County curriculum. Grade distribution, failure lists, and formative assessment will be examined by the principal, school staff, and central office during each nine-week reporting period so that steps can be taken to revise the curriculum during the school year to meet the changing needs of the students.

In addition, feedback opportunities will be given to students, parents, and teachers to identify school characteristics that they consider to be of importance and concern at each local school. The information gained will be considered and areas of concern will be addressed with students, parents, teachers, and administrators. The ACIP Committee will have input concerning local school assessments.

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

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

Services are provided for all students in schoolwide programs, emphasizing helping at-risk students (migratory, limited-English proficient, students with disabilities, homeless, foster care students, neglected/delinquent, and economically disadvantaged) achieve local and state goals of high achievement. Measures to be used toward achieving these goals and making revisions when the ACIP committees address appropriately.

To identify students who may be at risk for academic failure, universal screeners through DIBELS Next, GOLD and Scantron Assessment are used in grades K-12. Moreover, state assessment data is reviewed before the beginning of each school year to further identify students in need. The In Focus reports in INOW also show students who have risk factors such as low attendance, poor grades, and excessive discipline referrals. These reports are used in our PST meetings to develop plans for struggling students.

Although each school's ACIP is written to meet SDE requirements, each varies in composition and strategies to meet the individual needs of each school and the students. Coffee County School's ACIP plans are reviewed and monitored throughout the school year by each school's (Kinston School, New Brockton Elementary School, New Brockton High School, and Zion Chapel School) ACIP Committee. Other progress monitoring tools include the following:

1. A-F Report Card (system and school)
2. Annual Retention Rate
3. RTI Lists
4. Average Daily Attendance
5. SIR Reports
6. System Average Current Expenditures per child in ADA
7. System Free/Reduced meal eligibility
8. Stakeholder Surveys
9. Student Progress Reports
10. Graduation Rates
11. In Focus At-Risk reports (PowerSchool)

3. Sec. 1112(b)(1)(C)

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

Coffee County Schools use information obtained from the state assessments, DIBELS Next, GOLD, and additional assessments to diagnose and teach. A plan of action is formulated for each student failing to meet proficient or advanced levels of academic achievement. Results of all assessments are analyzed annually for comparability.

Students in grades K-12 identified with academic difficulty in reading and math are provided intervention classes. These classes are designed to meet these students' individual needs and are offered in the daily curriculum. Struggling readers will be referred to participate in an intervention program to remediate readers experiencing failure using the regular reading curriculum, including Alabama Reading Initiative.

Identified students who have academic difficulty and/or behavioral issues may be referred to the Problem Solving Team (PST). Parent conferences and notifications for identified students will be held to discuss identified strategies to use at home and provide school support. Students identified as experiencing severe behavioral problems may also be referred to the Problem Solving Team (PST) for the team to consider if the student needs to be referred to other agencies such as the Department of Human Resources etc.

In addition, all Coffee County middle and high schools will implement the REACH Student Advisory Initiative, which is a New Alabama College and Career Readiness program. The purpose of REACH is to advance student learning, academic success, and personal development in a proactive, developmental manner by establishing a personal relationship with at least one adult who serves as an advocate for students. Each school will devise its plan for accomplishing this task.

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.

We believe that Coffee County Schools desire and encourage high expectations of both teachers and students. Reform efforts already in progress will be expanded to increase expertise to affect the needed changes that will allow us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. In response to the results of the Comprehensive Needs Assessment, the following goals have been identified and agreed upon by faculty, staff, parents, and community members of each school-wide project. Specific instructional programs and strategies are located in each school's ACIP. These may include:

- Accelerated Math/Accelerated Reader
- Alabama Reading Initiative (ARI)
- AMSTI
- Go Math & Engage New York

- STRIDE Academy
- Scott Foresman
- Academy of Reading and Math
- STI Achievement/Assessment

The committee at each school will continue to meet with the system Federal Programs Coordinator to plan and implement local, state, and federal budgets and guidelines. Other system coordinators/administrators will also continue to work closely with the schools to ensure cross-program coordination and to address system-wide needs of all students (migratory, limited English proficient, students with disabilities, homeless, neglected/delinquent, foster care administrators, and economically disadvantaged) to meet state proficient and advanced levels of student academic achievement on state content standards. Although most needs, goals, and activities are planned for both teachers and students at the local schools, others are addressed system-wide.

Through our commitments and with the help of the committees, the Coffee County School System ensures that measures will be taken to provide equitable participation for all students, personnel, and programs operating under this consolidated plan. Furthermore, all students will have an opportunity to achieve high academic standards.

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.

Student assessment data will be reviewed to identify any gaps in student achievement among low-income and minority students. Identified gaps will be tracked to see if students are taught by ineffective or inexperienced teachers. Teacher data will be reviewed from Educate Alabama and the district's Educator Effectiveness Plan. Principals will be strongly encouraged to place their most effective teachers with their lowest-achieving student groups. Professional development opportunities will be provided to strengthen the skills and improve the knowledge of all teachers.

Coffee County Schools diligently strives to employ only certified teachers in the content area to which they will be assigned. In addition, during the school year, our system reviews and certifies the tri-annual LEAPS report ensuring that all teachers are qualified, teaching in-field, and meet certification requirements by the state of Alabama. If a teacher is not properly certified to teach the assigned subject(s) and grade(s), an individual teacher's plan must be on file for achieving state certification.

6. Sec. 1112(b)(3)

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

The Federal Programs Advisory Committee and the ASSIST Continuous Improvement Planning (ACIP) Committee develop, review, and revise policies and plans such as the Coffee County Consolidated Plan to include all local, state, and federal regulations. The committees meet as needed for reviewing pertinent information about the Comprehensive Support Title I Program and its direct relation to the other instructional programs in the Coffee County School System to help students meet high state achievement and content standards.

The committees are made up of representatives from all constituency groups, including central office supervisory staff, administrators, teachers, parents, and community. Members are responsible for any decision-making (program or financial) regarding the Consolidated Plan and distributing any information needed to their stakeholder groups. Input from parents and community members is actively sought in order to ensure that student needs are identified and that all available community resources are being utilized. Committee representatives are selected because of their dedication and interest in the success of our students and schools.

When limited English proficient parents are involved, written communication may be translated into the needed native language when feasible using TransAct or a translator. An important component of the planning process is identifying the needs of a diverse student body and making reasonable accommodations in order to serve the needs of homeless students, students in foster care, minority students, economically disadvantaged, special needs students, limited English proficient students, and neglected and delinquent students to meet state proficient and advanced levels of student academic achievement on state content standards.

The Consolidated Plan is reviewed and monitored throughout the school year. Implementation of the plan is reviewed periodically at committee meetings. These committees are responsible for reviewing data included in the plan to determine a goal increase in academic achievement and other indicators of success. Goals and progress are communicated to the faculty, parents, students, and stakeholders through Annual Parental Involvement Meetings, PTO Meetings, Parent Advisory Meetings, electronic media, and newsletters to ensure a shared commitment for a quality education for all students in Coffee County.

The Consolidated Plan is posted on the Coffee County School System's website and copies of the plan will be located in the Federal Programs Coordinator's office, principal's office, and the

media center in each school. Notification will be provided in several ways (school website, system website, school brochures, etc.) that this plan will be available for review. If a parent disagrees with any aspect or component of the Coffee County Consolidated Plan, that parent can contact the school system's Federal Programs Coordinator at the Central Office. If not resolved at the local level, their written concerns will then be forwarded to the State Department of Education (SDE) Federal Programs Coordinator.

The Coffee County School System is involved in an ongoing process to provide stronger coordination of all programs to better support the needs and efforts of the schoolwide strategies for improvement. The Board of Education, superintendent, administrators, and committee members agree that each Title I School is a unit for change and school improvement.

All schools in Coffee County are served as Title I Schoolwide schools based on the free/reduced count for the 20 days after Labor Day attendance data. Funds are distributed to the schools based on the poverty count. After completing a needs assessment, each school completes a Continuous Improvement Plan (CIP) to address the needs of the individual schools. The individual schools provide programs and services to the students and families that the schools serve. The services include academic instruction and remediation, social services, health services, parent involvement, Alabama Reading Initiative, Alabama Math, Science and Technology Initiative, 21st Century Afterschool Programs, and tutoring. Our primary purpose is to upgrade the entire educational program of all schools. This is accomplished by coordinating programs with local and state education improvement efforts. Schools focus on implementing educational strategies that increase the amount and quality of learning time and provide a high-quality curriculum for all children to meet the state's challenging standards. Professional development supported in school-wide programs is on-site and job-embedded. Plans are updated and revised based on student achievement data and needs assessments. The community and staff involvement at each school in planning and implementing improvement initiatives is critical to the success of all programs. Each school has the professional capacity to make decisions that affect the quality of education at each local school.

The Coffee County School System is committed to improving teaching and learning through greater cross-program coordination, planning, the service delivery of federal programs, special education service, community education, parent involvement programs, and professional development. Those federal programs include:

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

Title I, Part D: Neglected and Delinquent

Title II: Preparing, Training, and Recruiting High-Quality Teachers and Principals

Title III: English Language Learners (ELL)

Title IV: 21st CCLC

Title VI: Rural Education Achievement Program

Presently, no Coffee County School System schools operate under a Targeted Assistance Program. However, Coffee County School System will identify students experiencing academic difficulties and provide timely instructional assistance to help these students in the school for which eligibility criteria are met. The program will include educational programs for the disadvantaged, disabled, gifted, and limited English proficient.

Lastly, the Coffee County School System is committed to producing responsible, productive college and career ready citizens by providing a quality education for all students in a safe environment. This will be accomplished through a comprehensive, developmentally appropriate, and challenging curriculum taught by certified staff.

7. Sec. 1112(b)(4)

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

The poverty criteria used to select eligible attendance areas will be the number of children eligible for free and reduced-price meals under the National School Lunch Act. Schools will be determined eligible based on the highest percentage of need and with at least 40% (schoolwide) of the children from low-income families. Schools will be ranked from the poorest to the richest.

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 Program for Services at Pathway, Inc.

The Coffee County Schools will provide funding for Pathway, Inc., a residential facility located in Coffee County for students who are identified as neglected and delinquent under the funding provided by Section 6 – Title I, Part D, Subpart 2 – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk. The system will also provide services for neglected or delinquent students who attend the Coffee County Schools. The schools in Coffee County are all Title I schoolwide schools. Services will be provided to the children who are neglected or delinquent through Title I A and/or Title I N & D. These services include counseling, social services, health services, academic instruction and remediation, after-school programs at Kinston, New Brockton, and Zion Chapel, programs for students with disabilities (if eligible), homeless services (if eligible), and transition services as students return from DYS and DHR placements.

A. Title I, Part D, Subpart 2 Plan

1. (a) Pathway, Inc., 109 Private Road 1202, New Brockton, AL 36351
(b) Pathway, Inc. is eligible based on the number of students reported on the 2010 Annual Survey of Children in Local Institutions for Neglected or Delinquent Children (86).
(c) Pathway, Inc. holds licenses with the Alabama Departments of Human Resources (DHR), and Youth Services (DYS), for boys and girls.
2. Pathway, Inc. agrees to provide educational services to its clients through a formal contract with the Coffee County Schools. The contract will be signed by the superintendent and the agent for Pathway. A copy of the signed contract is available at both agencies.
3. Pathway, Inc. follows the curriculum set forth by the Alabama Department of Education. The educational program will assist the students in meeting the academic standards required by the state and provide school credits. The students enrolled at Pathway, Inc. will also have the opportunity to participate in the state testing program. Since the school is a residential facility, the students will be served by their home schools when they return to their home counties. Pathway, Inc. will provide records to the home schools to coordinate the students' academic progress.
4. Once a student leaves Pathway, Inc., that student's local DHR or DYS case manager will pick up and provide services or coordinate those needed services. The admissions director at Pathway will do a follow-up survey six weeks after discharge.
5. Because of the characteristics of the children who reside at Pathway, they are all considered at-risk. The students are placed at Pathway through the court system, private placement, or DHR. Pathway students are at risk of failure or dropping out of school due to different academic abilities, learning disabilities, behavioral problems, truancy, and lack of familial support. Many students are below grade level in achievement due to the same reasons. Pathway provides and follows each student's Individual Education Plan (IEP) with special needs.
6. Because of the variety of individual needs of the students, Pathway coordinates student schedules to maximize the benefits of the educational program. Each secondary student's schedule is coordinated with their "home-school" to ensure they receive credits for graduation/completion of school. The students identified through IDEA receive modifications and accommodations according to their IEP.

7. The Coffee County Schools and Pathway, Inc. will coordinate programs funded under Title I, Part D, with the services provided through DHR, DYS, and the Coffee County Health Department to meet the needs of students. For instance, there will be coordination with the Health Department for immunizations. On-staff nursing provides services for students and coordinates through Medicaid for those eligible. Counseling services are available through Pathway.
8. Pathway, Inc. will form partnerships with local businesses/professionals to provide career mentoring/counseling. For example, some of our students have participated in “Scared Straight” programs at local institutions in the past. Pathway students will participate in other programs, such as local attorneys providing information about juvenile law.
9. Pathway, Inc. invites parents/guardians of the students to educational meetings involving their children. These meetings are efforts to improve the students’ educational achievement, assist in dropout prevention, and prevent the involvement of students in further delinquent activities. Once per month, there is a parent visitation day where educational and therapeutic staff members are present to meet with the parents/guardians/visitors to discuss their child. Families are also invited to participate in family counseling with the student’s primary therapist. Through family counseling, Pathway addresses educational issues for each student.
10. Pathway, Inc. will follow the Alabama Department of Education’s Assessment program through Coffee County Schools. The school also coordinates Adult Basic Education for students working towards the General Equivalency Diploma (GED). Part of Pathway, Inc. is a vocational program where the students learn basic construction skills and job skills through participation in building projects.
11. Pathway, Inc. fully coordinates with DYS and localized juvenile probation officers to integrate services and meet each client’s individual needs.
12. The students’ probation officers/social workers are given a discharge summary with homeschool educational and therapeutic recommendations. They provide follow-up for the students at their “home-school” when they leave Pathway.
13. The educational staff of Pathway, Inc. has a formal monthly meeting with the therapeutic staff to discuss special education, behaviors, grades, and therapeutic issues of each student. There are also several informal discussions/meetings when

issues arise throughout the month. Each educational staff member is provided with a copy of any accommodations for students with special needs.

14. In coordination with the educational staff, the primary therapist provides counseling to students who are unable to return to their “home-school” to include Adult Education (GED), postsecondary, tech-schools, military, and other options.
15. The LEA (Coffee County Schools) will conduct evaluations of the programs provided by Pathway, Inc. to determine if participating students...
 - a. maintained and/or improved educational achievement
 - b. are provided school credits for grade promotion and secondary graduation
 - c. have coordination of transition to another program or educational program
 - d. graduate secondary education and/or gain employment after leaving
 - e. participate in post-secondary education or job training programs.

Services for the neglected children who attend school in Coffee County will be provided services through the school-wide Title I projects and N&D funding. All of the schools are Title I School-Wide programs.

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.).

Homeless Students

Moving from one place to another often requires a transfer to a new school. This may happen many times for a homeless child and can be highly stressful. Homeless children may experience the embarrassment of going to school without money or adequate changes of clothing while coping with the normal stresses of a new school environment. Their trauma may manifest through a lack of motivation, low attendance, poor school performance, low self-esteem, and poor social development.

Studies have found that homeless children are twice as likely as other children to experience chronic health problems. Cardiac disease, upper respiratory infections, and anemia have been frequently diagnosed in homeless children, and homeless preschool children are often less likely to be immunized.

A homeless family may temporarily reside in a homeless facility. One such facility is located within thirty miles of our school system, which services a small percentage of our families. These types of facilities may impose unaccustomed rules and regulations on their residents. There is often a lack of privacy and the absence of certain freedoms. Families must contend with other people who have varied beliefs, temperaments, and attitudes.

The majority of our homeless students are unsheltered (sub-standard housing). Some families double-up with relatives and friends. This living situation places extra burdens on both families. The responsibility of parenting may become the shared duty of all adults in the household. This may create a problem when the adults disagree on what should be done for the child. This situation may be confusing for the child and frustrating for the adults and parents.

Homeless parents may not have the financial resources to adequately provide for their needs and the needs of their children. This lack of financial resources may affect a child's education. There may not be adequate resources for physical education clothing, other special fees, field trips, and school supplies. Transportation may not be available to and from school or for the parents and children to attend meetings and other special activities. Our school system coordinates, links, and/or provides resources to respond to the special needs of homeless students.

Homeless children and youth may have difficulty concentrating and learning because they may be forced to endure instability, a lack of basic essentials, fear, anger, disruption, unfamiliarity, insecurity, loss of friends and family, abuse, and poor health. Every effort is made to coordinate, link, and/or provide counseling and psychological support to those students who have been identified as homeless and in need of these additional services.

Our school system recognizes that sometimes the school is the only connection a homeless child may have with the larger community and the school is sometimes the first agency to recognize that a child is homeless. The school may be the only stable and consistent environment a homeless child experiences. A quality education may be the only source of empowerment offered to a homeless child to break the cycle of poverty, violence, and homelessness. Our school system's sensitivity to the special needs of homeless children is crucial. Every effort is made in our school system to educate our schools' faculty and staff members in an effort to increase their sensitivity and understanding of the special needs of homeless students and their families.

Our school system's faculty, staff members, and administrators are familiarized with the living situations of their students and assisted in the identification of homeless children. Special attention is given to recognizing students who live in doubled-up situations with friends and

relatives as homeless. Teachers are encouraged to be especially sensitive to the effects of homelessness upon children. It is especially important for homeless students that the environment of the classroom is warm, stable and predictable. However, a teacher's expectations for homeless students, both behaviorally and academically, must be comparable with the expectations held for other students. If additional instruction is needed, support from the Family Services Center of Coffee County, the Christian Mission, or other local agencies will assist our efforts.

Homeless students require a variety of services to achieve school success and to participate meaningfully in school. School counselors have been designated to identify and ensure that appropriate services are made available to homeless students on the same basis as other students. School counselors have also been given the task of monitoring homeless students' needs, accomplishments, and struggles and facilitating appropriate responses. Additionally, every effort is made to partner with the parents of homeless students by informing them of their rights related to their child's education. This school system will directly provide the following services for homeless students: (1) full participation in school breakfast and lunch programs (2) review of past school records or an evaluation to determine the child's need for special education services (3) full opportunities for involvement in school activities (4) participation in extended-day and extended-year tutoring programs (5) health appraisal, to be completed by the school nurse, and completed referrals and coordination of services with community-based organizations and private health care providers for additional health services, when appropriate (6) assistance in obtaining clothing, shoes and grooming supplies when needed (7) assistance in obtaining school supplies and materials including lab and art fees, locker fees, yearbooks, and school pictures (8) home visits may be conducted to provide additional assistance.

The Coffee County School System has a Homeless Education Plan and a Homeless Dispute Resolution Policy on the system's website. The LEA shall reserve the funds as necessary under this part to provide services comparable to those provided to children in schools. The Coffee County School System will employ practices that increase the awareness of the Homeless Education Program. The system shall notify parents/guardians of homeless children and youth of available resources and assist them in accessing them.

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

Definition: For the purposes of identifying homeless children and youth, the Coffee County 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 (1) sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (i.e. “doubled up”) (2) living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations (3) living in emergency or transitional shelters (i.e. Penelope House, Salvation Army, etc.) (4) abandoned hospitals or buildings.”

Homeless children and youth also includes those who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings, as well as, children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. Migrant, ESL, ELL children may qualify as homeless if they are living in circumstances described above.

The ***term unaccompanied youth*** includes a young person not in physical custody of the parent or guardian. This would include runaways living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing; children and 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 because they have no other housing available.

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

The purpose of the Homeless Program is to provide children and youth the opportunity to receive a free and appropriate public education regardless of their residency status. Our system will ensure that these students are afforded equal access to academics 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 homeless students are not denied enrollment due to the lack of registration documentation at the time of enrollment. Homeless children and youth will be enrolled immediately pending receipt of 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 are provided the opportunity for academic success.

The Coffee County School System has identification and registration procedures in place for homeless children and youth that often go undetected. The Coffee County School System will conduct training sessions with appropriate school personnel to inform them of methods of identifying homeless children without stigmatizing students and families. The system will use a *Residency Questionnaire* which is included in each school's registration packet to facilitate the identification of homeless children, 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 Coffee County School System Homeless Liaison on the day of registration. The school will maintain the original form in a 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 or in close proximity. School counselors will contact the system's Homeless Liaison if a student is suspected of being homeless.

The parent or guardian may enroll a homeless child or youth with or without proof of residency, birth certificate, social security number, immunization records, 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 required immunization records 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.

An unaccompanied youth may enroll himself/herself at any time throughout the school year. In this case, the school principal or designee will immediately contact the system's Homeless Liaison to report the enrollment of an unaccompanied youth. The school will provide the youth with proper assistance in a language that the student understands. The system's Homeless Liaison will assist the homeless unaccompanied youth in obtaining eligible educational services.

The application process for free and reduced meals will be expedited for homeless children and youth. The determination for free meals may be made without completing the full application process.

The Coffee County School System has a process for identification of Homeless preschoolers. The system's liaison will collaborate with local community service agencies (e.g. Head Start,

Department of Human Resources, Health Department, faith-based organizations, 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.

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 when 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 a 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 with the school in which the student is presently enrolled. The principal of this school will notify the Coffee County 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 Coffee County Schools Homeless Liaison will expeditiously take steps to resolve the dispute. 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.

Services for preschool students, English Learners, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children will be served through the individual programs and Title I. The activities will be coordinated through the federal programs coordinator to eliminate duplication, to reduce fragmentation of the instructional program, and to increase program effectiveness. Program goals include:

1. Providing annual technical assistance to each local school in revising their ACIP focusing on the needs of all students, as well as, including the coordination of all local, state, and federal resources.
2. Providing support, based on local school needs, to promote educational improvements and increase the performance level of all students.
3. Effectively utilizing resources at the state and local levels through alignment and coordination of state and federal programs.

Preschool- The system offers preschool services to eligible students through a federal preschool grant as well as IDEA funding. Speech services are provided to preschool children at the Head Start Centers, local daycare centers and on an individual basis. A JumpStart program is designed to provide readiness activities for students who will be entering kindergarten in the fall. This program is provided in the summer prior to the beginning of school. Parent orientation is also held during this time. Parents will be provided a packet of information about kindergarten and the registration materials will be distributed. Students and parents will be given a tour of the school to acclimate them to the facilities and staff. Transition from Head Start and other preschool programs will be coordinated through the JumpStart for kindergarten program at each school campus. The preschool activities that are provided through IDEA will also provide a transitional program for the students and parents in conjunction with the Individual Education Plan for each student. Preschool students are identified as those students between the age of three and the entrance age for kindergarten students.

Preschool programs are offered to students who are zoned to attend each of its respective schools. Currently, all schools have been awarded a grant from the Office of School Readiness. Each unit follows the rules and regulations set forth by the Office of School Readiness. A highly qualified staff, consisting of a teacher and a paraprofessional will carry out the requirements of the program. Currently, Coffee County has no Title I funded preschools.

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.

Targeted Assistance Program

Presently, no schools in the Coffee County School System operate under a Targeted Assistance Program. However, Coffee County School System will identify students experiencing academic difficulties and provide timely instructional assistance to help these students in the school for

which eligibility criteria is met. The program will include educational programs for the disadvantaged, disabled, gifted, and limited English proficient.

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.

Coffee County Schools will implement the following strategies to facilitate effective transitions for students from eighth grade to high school:

- Eighth graders visit the computer lab to complete a web-based Kuder Career Interest Inventory and a four year plan.
- High school counselors meet with 8th grade students and parents during a parent night to discuss graduation requirements, four year plans, and course request options for the upcoming school year.
- Seventh and eighth graders take a field trip to the campus prior to the beginning of school. Parents are also welcomed to come and tour the campus and classrooms prior to the student entering 7th or 8th grade.

Coffee County Schools will implement the following strategies to facilitate effective transitions for students from high school to postsecondary institutions:

- Field trips to various local colleges
- Career expos and college fairs
- The Coffee County career coach provides individual planning with students
- College and military recruiters visit each high school to discuss future career plans with students.
- Co-op opportunities for juniors and seniors
- Dual enrollment and CRI opportunities
- ACT Prep and WorkKeys practice

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.

Middle grades to high school:

- Begin introduction of dual enrollment to eighth grade students during parent night and orientation
- Kuder Career Interest inventories and four year planning with the career coach and career academy counselor
- All tenth graders take a career preparedness course which helps them identify skills, work values, and interests
- Wiregrass Works career expo to help students identify career interests

High school to postsecondary education:

- Dual enrollment/early college opportunities for grades 10-12 in both career technical and academic areas
- Career Counseling using the Kuder system
- High school counselors and Career Coach provide career planning/counseling for all students
- Increased opportunities to earn CRI's and participate Pre-AP and AP classes

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)

Coffee County Schools supports efforts to reduce the overuse of discipline practices that remove students from the classroom in the following ways:

- The PST works to develop and implement strategies which are designed to reduce problematic behaviors in students.
- Coffee County Schools has contracted with a LPC to assist problem solving teams in writing behavioral management plans for severe cases of behavior problems.
- Each school has a disciplinary committee in place to handle students with chronic behavior problems and to assign consequences for misbehavior.
- Professional development is offered periodically to all teachers on behavior management.
- Review the annual Student Incident Report (SIR) to analyze data broken down by subgroups so that steps can be taken to increase support and reduce discipline incidents for the identified subgroups.

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.

Coffee County Schools supports the integration of academic and career technical education. High school students have access to various career technical programs, including both dual-enrollment and non-dual enrollment career technical classes. Students can earn career and technical credentials in Microsoft Office Specialist, Comprehensive Beef Quality Assurance, NCCER Core, NCCER Welding, and ServSafe. Coffee County has also partnered with Elba City Schools to offer career and technical education programs in welding, health sciences and auto mechanics. In addition to career and technical classes, dual enrollment opportunities with local community colleges also provide academic classes.

Each career and technical education program within the Coffee County School System meets twice annually with their advisory council. The advisory council helps teachers stay current on high demand jobs skill related to each program. They also make recommendations on equipment needed for training and curriculum changes to meet local business and industry needs.

Coffee County Schools offers dual enrollment opportunities with Enterprise State Community College, LBW, Wallace at Dothan, and Troy University. Technical programs include welding, Emergency Medical Technician (EMT), and medical assisting. Academic courses offered include math, history, English, computer, etc. The Coffee County School System has also formed a partnership with local community colleges and local school systems in establishing the Academy of Excellence located on the Enterprise Community College Campus, which includes the following programs: IT auditing and assurance, medical assistant, Microsoft applications, and emergency medical services.

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.

Coffee County Schools offers work-based learning (WBL) for juniors and seniors. This provides students with work-based opportunities in which they also earn academic credit. The work-based learning can be a paid position or an unpaid internship. Students must meet State Department requirements and be placed in a position related to their career technical program path. Students

in both paid and unpaid positions are awarded credit based on the number of work hours verified by the WBL coordinator. Coffee County Schools, through the career technical programs, also place students in short term job shadowing and apprenticeship positions. Students are awarded grades for these short term WBL opportunities in career tech related fields. Both the long term and short term WBL opportunities benefit both the student and the employer. Students gain knowledge of the job requirements and experience in the work environment. Accordingly, the employer has the opportunity to evaluate the student as a potential full time employee.

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.

Title I funds may be used to assist in identifying and serving gifted and talented students in poverty.

Title II funds may also be used to improve the skills of teachers, principals, or other school leaders in order to enable them to identify students who are gifted and talented and provide instruction based on the needs of such students.

Currently, Coffee County does not use Title I or Title II funds to fund the gifted and talented program. Gifted and talented student programs are funded through state and local allocations.

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.

Accelerated Reader and Atrium are maintained through Central Office and Title I funds. Books, eBooks and other resource materials are purchased by using local funds, state funds, or central office enhancement funds. With the funding received from the state department, we can purchase books, digital literacy, and additional resources that a media specialist feels can promote global learning. These purchases are determined by each media specialist based on each school's Needs Assessment and the Library Enhancement Committee. Each school library is staffed by a state certified school librarian and has up-to-date resources that include technology and broadband access. Collaboration between content teachers and school librarians is supported to promote

school reform and identify successful skills to produce a 21st Century learning environment and global opportunities for all students.

19. Sec. 1112(b)(7)

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).

The Coffee County School System will hold system level meetings to secure parent input into the development of the system policy/plan. The meetings will be held at different times during the day/evening at four Title I Schools: Kinston School, New Brockton Elementary School, New Brockton High School, and Zion Chapel School to encourage participation. The Coffee County School System will involve parents and family members in jointly developing the local agency plan by the following:

- At least two annual meetings of the Parent-Teacher Advisory Council will be held at a time determined most appropriate by council members.
- Annual HOPE (Helping Our Pupils Excel) surveys will be conducted to determine parent needs and will be used as a source to compile a parent volunteer list.
- The Coffee County Schools Parent/Student Information Guide will be distributed annually to each student in grades K-12.
- The Coffee County School System will assist the schools in informing parents of their parental involvement rights in Title I 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.

The Coffee County School System, with the input of the Parent Advisory Council, will develop a system level Parent Involvement Plan to serve as a guide for system and school level activities. The district will set aside 1% of its Title I allocation to provide funding necessary to equip the schools with quality parent resource materials. The Federal Programs Coordinator and the Family Liaison will serve as the district level contact to coordinate activities and provide technical assistance as needed.

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.

The Coffee County School System will coordinate and integrate parent and family engagement strategies in Part A with parent involvement strategies through the following:

- Title I Annual meetings
- Parent Advisory Council meetings (District and School Level)
- Parent Visitation Activities
- Parent/Teacher Conferences
- PTO meetings
- Weekly Folders
- Newsletter
- District/School Website
- SchoolCast

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)**

Each spring all parents are given an opportunity to participate in The Coffee County Title I Community Survey. These surveys seek input on activities, training and opportunities offered to parents and students. The distribution and collection of these surveys will be the responsibility

of the principal and the district Family Liaison. The results of the surveys are compiled by the Family Liaison and distributed to district administrators and principals for review by the school-wide ACIP and Parent Advisory committees to determine needed changes. Each year all Title I schools' Schoolwide Continuous Improvement Plans and Parent Involvement Plans are reviewed and evaluated for effectiveness. Strategies for improvement are developed and implemented.

The district level Parent Advisory Council is given a copy of the results of the Coffee County Title I Community Survey for review, comments, and suggestions. Particular attention is given to identifying and removing barriers to greater participation by parents in parental involvement activities. All Title I schools will utilize programs such as TransACT to provide timely communication with all parents in a language they can understand.

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

The needs of parents and family members to assist with the learning of their children will be addressed by the following:

- Newsletters
- Weekly Folders
- Home/School Compacts
- Orientation materials for students entering kindergarten, seventh, and ninth grades
- Links on the district and school websites

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

Strategies to support successful school and family interaction will include the following:

- Website links for Parent Involvement
- In-service training for teachers focusing on school and family interaction strategies
- Making contact with parent at alternate sites
- Newsletters
- Utilizing resources from the Alabama Department of Education
- PTO
- Making contact with hard to reach parents at alternate sites such as ballparks, churches, and areas in the local community.

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.**

The Coffee County School System will use the findings of the evaluation and the suggestions of the Parent Advisory Council concerning the Parent Involvement Plan to design strategies for more effective parent involvement and to revise, if necessary, the plan. A special focus will be given to identifying and removing barriers to greater participation by parents.

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.**

The Coffee County School System will hold district level and school level Parent Advisory Council meetings to secure parent input into the development and revision of the Parent Involvement Plan. The meetings will be held at different times during the day/evening at the Title I Schools to accommodate the various parents'/guardians' work schedules.

The topics discussed at the meetings will include the following:

- Title I services and parents' rights
- Curriculum and state content standards
- State Student Assessment Program and schedule
- Parent Involvement Plan
- Coffee County Title I Community Survey
- Career Tech opportunities
- Textbooks
- Technology
- Federal Programs

- 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 Coffee County School System will provide assistance to parents of children served in our schools in understanding topics such as the following:

- State academic content standards
- State student academic achievement standards
- State and local academic assessments and alternate assessments
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

This will be accomplished through the following:

- Annual Title I meeting
- Parent Advisory Council
- PTO meetings
- Newsletters
- District/School websites
- Parent/Teacher conferences
- Parent Visitation Month meetings
- Lights on Afterschool sessions

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.

Materials and training to help parents work with their children will be provided through the following avenues:

- Home/School Compacts
- Newsletters
- Letters explaining student assessment results and how to interpret score reports
- Parent Corner materials
- Parent/Teacher conferences
- Student Handbook contains the acceptable use policy
- Review HOPE surveys to determine needs

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.

The Coffee County School System, with the assistance of its schools and parents, will educate its teachers, principals, and staff on how to communicate with and work with parents as equal partners. Focus will be on the value of the contributions of parents through the implementation and coordination of parent programs and the strengthening of ties between parents and the schools. This will be accomplished by the following:

- HOPE (Helping Our Pupils Excel) Surveys will be conducted annually to determine the needs /interests of parents and to compile a list of parent volunteers
- Inservice teacher training with a focus on the topics above
- District/School websites
- Making contact with parents at alternate sites

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.

The Coffee County School System will partner Coffee County Family Service, Coffee County Christian Mission, and other community organizations to provide training opportunities that will enhance the parental involvement program. Coffee County Schools will provide funds and materials for a Parent Corner at each school. Parent links will be posted on the district and school websites and newsletters will be distributed.

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 Title I schools will utilize programs such as TransACT to provide timely communication with all parents in a language they can understand.

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

Reasonable support for parental engagement activities will be provided by:

- Establish district level and school level Parent Advisory Councils to provide advice on all matters related to parental involvement in Title I, Part A programs
- Use the results of the Coffee County Title I Community Survey to make additions and improvements in parent involvement activities
- HOPE Survey results will be used to enhance parent involvement activities
- Vary times of parent meetings and provide childcare if requested or needed

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.

Parents may be involved in the development of training of teachers in the following ways:

- Base a portion of teacher training on the information obtained from the Coffee County Community Survey and the HOPE Survey
- By seeking parental input on better ways to make parents feel welcome and valued in the school setting
- By asking parents to lead discussions at PTO meetings regarding topic of general parental concerns

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 Coffee County School System will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their academic achievement, such as literacy training and using technology, as appropriate to foster parental involvement through the following:

- Home/School Compact
- Booklets from edpubs.ed.gov
- Newsletters
- Parent Corner
- Parent/Teacher conferences
- Orientation meetings
- Parent Visitation 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.

One percent of Title 1 funds will be set aside for parental involvement. These funds may be used for childcare and transportation costs if requested.

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

At the scheduled parent meetings, PTO meetings and Advisory Council meetings parents will be made aware of a variety of ways to be involved with their child's education. These parents will be encouraged to share this information with other parents. The HOPE brochures will make parents aware of volunteer opportunities. School leaders will encourage parents to share information concerning upcoming events with other parents through telephone calls, social media, etc. District/School level websites will contain information for parents to share with those not having access to the internet. Newsletters will also be distributed.

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.

School leaders will be encouraged to accommodate parents who are unable to attend conferences at school so that they may be involved in their child's education through the utilization of the following methods:

- Teleconferencing for parents unable to attend conferences during the school day
- Conduct conferences using FACETIME
- After school or evening conferences
- Communicating through emails or texts
- Home conferences for parents whose children are receiving homebound services

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

Transition guides and orientation opportunities are provided for students entering kindergarten, seventh, and ninth grades. JUMPSTART activities are provided for students entering Pre-K and kindergarten and their parents. All parents may learn more about their child's school by touring the campus and meeting teachers, administrators and other students. Parents and community

members are encouraged to join PTO. Also, parent luncheons are held throughout the school year.

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.

The Coffee County School System has established a district level Parent Advisory Council. The members were selected by the principals from each school. The parents are contacted concerning their willingness to serve on the council. The council will meet at least twice per year. Parents are contacted by mail or email several weeks prior to the meeting date and a reminder is sent a few days before each meeting.

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

The Coffee County School System will utilize community based organizations such as Coffee County Christian Mission, Coffee County Family Services and the Wiregrass United Way, as well as, businesses such as Walmart and Publix to assist our schools with parent involvement activities including:

- Providing a funding source for food, school supplies, teacher supplies, etc.
- Providing counseling services for students and families in need
- Providing information/counseling on topics such as drug/alcohol abuse
- Providing the Fatherhood Program and Building Blocks Program - training for families with children
- Providing personal and social lessons on topics such as drugs, stress, bullying, cyberbullying, and suicide prevention.
- Providing 21st CCLC after school program for students in Pre-K through eighth grade

Sec. 1116(f)

U. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, 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.

Parent meetings are conducted through the school year providing parents with information concerning their child's education, materials to practice needed skills and tips for parents. Communication involves a variety of media such as telephone calls, email and parent/teacher conferences, and SchoolCast. TransACT or in-person translators are used when needed to communicate with non-English speaking parents.

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 ADVISORY BOARD MEETING MINUTES AND SIGN IN SHEETS. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 1.

Coffee County Board of Education

PLAN APPROVED BY: Coffee County Board of Education

DATE OF APPROVAL: June 3, 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

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))