

Consolidated Title I Plan & Parent and Family Engagement Written Policy 2019-2020

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DISTRICT/School Title I PLAN COMMITTEE MEMBERS

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Sheffield City Schools LEA Consolidated Plan

Sec. 1112. [20 U.S.C. 6312] A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that:

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. **Each local educational agency plan shall:**

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. Sheffield City Schools will administer the student academic assessments described in the State plan to determine the success of children served under Title I in meeting the State's academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting these standards. Assessment results will be used to assist in diagnosing, teaching, and learning in the classroom in ways that best enable low-achieving children served in the Title I program to meet academic standards and do well in the local curriculum. Results will also be used to determine what revisions are needed to existing

initiatives and projects. Students who may be at risk of reading failure will be identified through the use of screening and diagnostic instruments and provided intensive one-on-one interventions.

4 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.

Individual academic assessment results will be provided to teachers and parents in a timely manner through the use of state and local report cards and progress reports designed to clearly convey the status of each student. SCS will provide rounded programs of instruction with evidenced based curriculum for students who may be at risk for academic failure. Local report cards are distributed at the end of each nine-weeks. Progress reports are sent home at each three-week interval between report cards. State report cards are distributed once per year at the time they are delivered to the system. DIBELS is administered three times per year, beginning, middle and the end of school in grades K-3 and ASPIRE Periodic Assessment will be delivered at the end of each nine weeks in grades 3-8. ACAP, ACT, WorkKeys, and AP exams are administered one time per year.

The ACCESS test is used to determine English Language Proficiency. Any student scoring below 4.8 on the ACCESS test is eligible for intervention services.

Parent-teacher conferences are scheduled as needed and teachers are required to communicate with the parents of each student in their classrooms.

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.

When students experience difficulty mastering the proficiency or advanced levels of academic performance, small group and one-on-one intervention strategies will be implemented to remedy the areas of weakness. The needs of students experiencing difficulties will be addressed by the Student Support Team (SST), the Multidisciplinary Eligibility Determination Committee/Individual Education Plan Committee (MEDC), and the 504 Committee. Members of these committees will utilize results from DIBELS, Compass Learning, Moby Max, and Scantron assessments as well as parent conferences, and progress reports while making decisions to assist students' needs.

For those students who are most in need of additional instruction in reading, math and language acquisition. SCS provides well rounded programs of instruction with evidence based curriculum to meet the academic needs of students identified for intervention services. "At-risk" students, those identified for intensive intervention, will be provided immediate assistance with the Scott Foresman "Sidewalks" Program, Compass Learning (K-6), Edgenuity Platform and reading/mathematics intervention class (7-12). Groups can be adjusted at mid-year according to the most recent test results.

Classroom teachers will assess the needs of individual students on a daily basis. At-risk students will be progress monitored weekly. Students identified as "some risk" will be progress

5 monitored every other week. The classroom teacher, instructional specialist, principal, and

grade level committee will review progress monitoring scores weekly.

Students experiencing difficulty will be referred to SST by the classroom teacher. The SST will

outline recommendations, accommodations, or possible testing. Referred students will receive follow-up evaluations by the committee. Students referred for testing will have a 60 day window to test, hold the eligibility meeting with parents, and begin services.

Supplemental instruction will be promptly given to any student experiencing difficulty mastering academic achievement standards. Intervention will be provided by the classroom teacher, remedial reading teachers, special education teachers, EL teachers, instructional aides, high school mentors and/or volunteers.

After school and summer reading programs will be available for students. This program will provide remedial service and interventions for struggling students

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. Appropriate professional development activities, based on needs assessment results, will be provided for teachers, principals, and other staff members through the use grants and local funds to identify and implement instructional strategies to strengthen academic programs and improve school conditions for student learning. These activities will be designed to ensure that staff members are highly qualified and will address goals to improve parent involvement. There will be continued emphasis on strategies designed to assist teachers in the teaching of reading and math. Each school's plan includes a professional development component developed by the School Improvement Team based on specific school needs assessment results and current 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 Sheffield City School's personnel staffing decisions have been made by placing teachers who are certified and highly qualified in positions that are most beneficial to students at each school. Our System is a single grade span system.

All teachers and paraprofessionals in the three federally funded Primary, Elementary, and Junior High Schools are certified in their field. In the event that a teacher in the system should be identified as not being certified then general funds will be used to provide appropriate professional development opportunities which will allow staff members to achieve this goal. A district-level review of staff members' certifications will result in the identification of employees who are not certified according to the State's model. Each identified staff member will be notified of the required course work or other appropriate steps to be taken in order to meet the state's certified status.

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

Currently no school is identified as targeted assisted or Comprehensive Support in Sheffield City Schools.

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).*) Sheffield has only one school per grade grouping; one primary school pre-k-2, one elementary school 3-6, one junior high 7-8, and one high school 9-12. The primary and elementary and junior high schools are school-wide schools served under the Title 1 program. School-wide plans for these schools are on file in the Central Office and will be made available upon request.

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 SCS needs assessments indicated there is a need in the Sheffield City School System to operate programs for neglected or delinquent children and youth. Within our district boundaries, there are no institutions, community day programs, or correctional facilities designed to serve neglected or delinquent children and youth. However, we do have an

7 attention home facility within our school district. These circumstances have brought about a change in this status and the school system will enter into a consortium with Lawrence County Schools and apply for funds from the Alabama State Department of Education and operate programs that would involve collaboration with locally operated facilities to establish formal agreements regarding the services to be provided for these children. These programs would include, but not be limited to the following:

- high-quality educational programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- activities that would facilitate the transition of such children and youth from the correctional

program in an institution to further education or employment; and

- dropout prevention programs for children and youth who are at-risk of dropping out of school.

9. Sec. 1112(b)(6) Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.). The system shall reserve an unspecified amount of funds to 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.).

Students will receive services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools. Homeless Children who are eligible to receive Title I, Part A services are part of Title I, Part A services.

Sheffield City Schools applied and received for the McKinney Vento Competitive Grant during FY17 and received \$10,000.00. SCS did not apply for the grant for FY20

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 SCS shall work closely with Sheffield Head Start and Sheffield City Schools Pre School Program to have a successful transition for children entering our school system. Administrators set aside a day to visit with Head Start parents to explain our school programs. The transition is made easier by students and parents touring our building, meeting the principal, and asking questions before kindergarten registration. Translators are made available for our EL preschoolers and their parents.

School-wide staff coordinates and integrates Title I programs and services with the local

8 Office of School Readiness (OSR) pre-school program. These four-year-old students are served with art, music, library, and physical education experiences from general education staff members. Activities are implemented to ensure a smooth transition for these students to the regular program. English learners, children with disabilities, immigrants, homeless, and migratory children are served by the general education faculty as well as the Title I staff.

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. Currently no school is identified as targeted assisted or Comprehensive Support in Sheffield City Schools.

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. Sheffield City Schools, High School, does not receive Title I funding. However, Each spring, the sixth grade students are invited to visit SJH and tour the school. In addition, the students and parents are invited to an orientation meeting where they are acclimated to the policies and procedures, as well as, introduced to the new faculty and staff that await them at their new school. The eighth graders will go through a similar process as they transition to the high school. SHS seniors are provided opportunities to visit with college and job recruiters throughout the year and on campus during their annual “Reaching for Dreams” College fair in August.

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. Sheffield City Schools, High School, does not receive Title I funding. However, Sheffield High Schools offers opportunities for students to participate in internships, dual enrollment classes with 2/4year colleges, and work closely with our Career Coach. SHS students participate in workkeys, workforce development, and are provided co-op opportunities through the Career and Technical Education Program.

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) SIR Reports and school discipline reports indicate Sheffield City Schools does not have a high rate of discipline practices which remove students from the classroom. SCS has an alternative school, education alternative program (EAP), and positive alternative to school suspension (PASS) that will allow students to remain on campus, receive g services, and complete assignments if needed in place of out of school suspension. SCS will continue to monitor these reports and revise our policies if SIR Reports indicate the need for efforts to reduce practices should this become a problem in our system.

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. The Sheffield High School Curriculum Guide lists and describes all courses currently offered at Sheffield High School. All courses are required to 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. SHS Career and Technical Education programs are focused on preparing students for life after high school and provides students with life skills which prepare them for transitions to two and four-year institutions and the workforce. Participation in student organizations is highly

encouraged since involvement is an integral part of classroom lessons and instruction.

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. Sheffield City Schools, High School, does not receive Title I funding. SHS offers Cooperative Education or work based learning an educational program that combines studies with paid, productive, supervised work experiences in fields related to the students' career objectives. Students get the best of both worlds—a high quality high school education and an impressive resume of practical work experience. Prerequisite Completion of two courses within a CTE program, application required, instructor approval
SCS also offers Workforce Essentials, a one-credit course that provides students with higher-level academic and occupational skills that are transferable across jobs and occupational areas. Emphasis is placed on career development and employment.

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. Sheffield City Schools funds Gifted and Talented students through state gifted funds and local funds. SCS use these funds to identify and serve intellectually gifted children and youth or those

10 who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their own age, experience, or environment. The children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. *Alabama Administrative Code, 290-8-9-.12(1)*

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. Sheffield City schools funds library programs through library enhancement funding and local funds. SCS uses these funds to employ three media specialist in our K-12 schools and one full-time paraprofessional in the SJH/SHS Media Center to provide students the opportunity to develop digital literacy skills and improve academic achievement.

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).

Parents were involved in the development and review of the Parent and Family Engagement section of the Consolidated Plan by serving as members of the Sheffield City Schools Advisory Panel. During annual meetings with parents of participating students in Title I schools, the Consolidated Plan is distributed. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities. They will also use the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students.

The Parent and Family Engagement Policy is made available to parents in the following venues:

- Annual Title I Meeting
- Sheffield City Schools website and all Title I School Websites
- School Administrative Offices

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. Sheffield City Schools provides for the coordination, technical

assistance, and other support necessary to assist Title I participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. SCS coordinates with employers, business leaders, philanthropic organizations and parents on planning and implementing effective parent and family involvement. Additional parent meetings/activities will be held at various times during the school year. Meetings/activities will be arranged at various times so that parents can attend. Different meetings/activities will be of a different nature so that all parents can be encouraged to participate. Some may be more formal and informative. Some may be informal meetings between Title I teachers and parents, and some may include hands-on activities, such as looking at computer programs and tips for their child to be successful in reading. A translator may be made available to assist with language barriers if necessary/requested. Parents may be notified of meetings through (1) notices sent home by students in the appropriate language, (2) newspaper announcements, (3) announcements on Sheffield City Schools Social Media Accounts, (4) internet postings on Sheffield City Schools Websites, and (5) public postings in English and Spanish (6) Schoolcast Calling/Texting System.

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. Sheffield City Schools provides for the coordination, technical assistance, and other support

necessary to assist Title I participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. SCS coordinates with employers, business leaders, philanthropic organizations and parents on planning and implementing effective parent and family involvement. Additional parent meetings/activities will be held at various times during the school year. Meetings/activities will be arranged at various times so that parents can attend. Different meetings/activities will be of a different nature so that all parents can be encouraged to participate. Some may be more formal and informative. Some may be informal meetings between Title I teachers and parents, and some may include hands-on activities, such as looking at computer programs and tips for their child to be successful in reading. A translator may be made available to assist with language barriers if necessary/requested. Parents may be notified of meetings through (1) notices sent home by students in the appropriate language, (2) newspaper announcements, (3) announcements on Sheffield City Schools Social Media Accounts, (4) internet postings on Sheffield City Schools Websites, and (5) public postings in English and Spanish (6) Schoolcast Calling/Texting System.

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) Sheffield City Schools, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrants and parents of migratory children. All important information is sent home in Spanish and notices about parent meetings are sent in Spanish. An EL aide is available onsite to assist with the creation of such documents and questions from parents concerning information sent home.

Every effort is made to accommodate parents with disabilities. Sheffield City Schools has handicapped accessible buildings.

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers SCS shall educate teachers, paraprofessionals and administrators with the assistance of parents on how to reach out, communicate with, and build ties between parents and the school. Sheffield City Schools will continue working with teachers to help in the understanding of the importance of parent and family engagement in the schools through grade-level meetings, faculty meetings, in-services, and professional development workshops. The entire Sheffield City Schools staff is expected to continue their work with parents in meeting their child's needs to ensure academic achievement.

(iii) strategies to support successful school and family interactions Parents were involved in the development and review of the Parent and Family Engagement section of the Consolidated Plan by serving as members of the Sheffield City Schools Advisory Panel. During annual meetings with parents of participating students in Title I schools, the Consolidated Plan is distributed. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities. They will also use the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students.

The Parent and Family Engagement Policy is made available to parents in the following venues:

- Annual Title I Meeting
- Sheffield City Schools website and all Title I School Websites
- Sheffield Administrative Offices

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. Parents were involved in the development and review of the Parent and Family Engagement section of the Consolidated Plan by serving as members of the Sheffield City Schools Advisory Panel. During annual meetings with parents of participating students in Title I schools, the Consolidated Plan is distributed. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities. They will also use the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students.

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13 **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 planning process began with the Federal Programs Coordinator, administrators of the local schools and others attending meetings, workshops, and planning sessions at the state and district level. An advisory panel was created with individuals who could serve on various committees. This panel is a springboard for successful parental involvement in all federal programs. The advisory panel was appointed to include parents of children served in our various federal programs such as English Language Learners (EL), Title I, and Special Education. Parents of students in these programs, teachers, paraprofessionals, and administrators from the school served were included and attended their specific meetings. Sheffield City Schools Advisory Panel, Federal Program Coordinator and Title I schools annually hold parent meetings and have parent conferences with most of their parents at least once a year.

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

G. Describe how it will 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. SCS will train parents of participating students in understanding the CCRS standards, performance standards, state and local assessments, Title I requirements, how to monitor their child's progress, and how to work with educators toward their child's improved performance and achievement. This will be done through conferences, an annual Title I meeting, various parent meetings are held during the day and evening at which time the school will explain how to understand all components of their child's education.

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. SCS shall provide materials and facilities to train parents, teachers, paraprofessionals and administrators to work with each other and with parents as equal partners to improve their child's performance. Sheffield City Schools has a partnership with Sheffield Housing Authority to place a liaison in the schools and homes. Information is also posted on the federal programs/parental involvement web page. Throughout the year, parent workshops will be held on various topics such as technology night, computer training, homework help, and tips on how to help your child become a successful reader.

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.

SCS shall educate teachers, paraprofessionals and administrators with the assistance of parents on how to reach out, communicate with, and build ties between parents and the school. Sheffield City Schools will continue working with teachers to help in the understanding of the importance of parental involvement in the schools through grade- level meetings, faculty meetings, in-services, and professional development workshops. The entire Sheffield City Schools staff is expected to continue their work with parents in meeting their child's needs to ensure academic achievement.

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.

SCS shall work closely with Sheffield Head Start and Sheffield City Schools Pre School Program to have a successful transition for children entering our school system. Administrators set aside a day to visit with Head Start parents to explain our school programs. The transition is made easier by students and parents touring our building, meeting the principal, and asking questions before kindergarten registration. Translators are made available for our EL preschoolers and their parents when needed.

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. SCS shall ensure that information concerning a child's progress and parent programs, meetings, and other activities is sent to the parents of participating children in a format the parent can understand. Documents are created in Spanish and an EL aide may be available on site for translation and interpretation.

L. Describe how it will ensure provide such other reasonable support for parental involvement

activities under this section as parents may request. SCS shall ensure to the extent feasible and appropriate, under Title I, Part A, Sheffield City Schools coordinates and integrates parental involvement programs and activities with other federal programs, such as our EL program.

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.

SCS may involve parents in the development and effectiveness of training for certified personnel. Results from the annual Title I parent surveys are used when determining professional development needs for principal, teachers and other educators.

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. SCS may provide necessary literacy training for parents. If funds are not available, Part A funds may be used if all other monies have been exhausted.

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. SCS may provide reasonable expenses to enable parents to participate in Title I meetings and training sessions if necessary.

P. Describe how the LEA may train parents to enhance the involvement of other parents. SCS may train parents as part of the advisory panel annual meeting and the annual Title I parent meeting to increase the involvement of non-active parents.

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. SCS may offer meetings on a flexible schedule, alternating between morning and evening, to accommodate parents work schedules.

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

SCS may provide access to programs initiated to strengthen parent involvement.

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. SCS may establish a district wide parent advisory council to serve as liaisons to all matters related to all federally funded programs. SCS also contracts with a parent engagement coordinator to assist parents.

T. Describe how the LEA may develop appropriate roles for community-based organizations and businesses in parent involvement activities. SCS involves community based organizations and businesses in the annual advisory panel meeting and encourages participation in school activities and programs.

**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. Sheffield City Schools, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrants and parents of migratory children. All important information is sent home in parents native language and notices about parent meetings are sent in Spanish. An EL aide is available onsite to assist with the creation of such documents and questions from parents concerning information sent home. Every effort is made to accommodate parents with disabilities. Sheffield City Schools has

handicapped accessible buildings.

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 E-Prove Title I Surveys Federal Programs Advisory Board Meetings Title I School Title I and ACIPs.

17 The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2019.

PLAN APPROVED

BY (Person or Entity) DATE OF APPROVAL

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

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

(i) Whether the student’s teacher—

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

(II) is teaching under 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

18 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

19 (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))