

## HENRY COUNTY LEA Consolidated Plan 2023-2024

**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.**

Henry County School teachers teach the Alabama standards in accordance to their grade levels and content areas. Pacing guides are utilized to ensure that the standards are taught in a timely manner. Teachers, instructional coaches, and administrators collaborated to develop pacing guides for the content areas/grades. Assessment data is analyzed to determine effectiveness of pacing and to determine instructional needs. Our teachers monitor student progress by interpreting data results from various assessments throughout the school year. The assessments help to determine the success of the students in meeting the state standards for their grade/content area. The assessments give valuable information to teachers but, also provides data for parents and students. The assessments diagnose and provide information to adjust instruction for learning success. Assessments are also used to develop learning strategies, evaluate program effectiveness, determine professional development needs and provide information to make any needed adjustments to the learning process and programs. Administrators and teachers meet to view the data and evaluate progress throughout the school year. Opportunities for input is extended to stakeholders (parents, teachers, students) in order to identify areas for growth. Each school in Henry County develops an ACIP to address goals and strategies that will improve educational and social outcomes for our students.

We, in the Henry County Schools, have the desire for and encourage higher expectations of both teachers and students. Efforts already in progress will continue to be expanded to increase expertise to effect the needed changes that will allow us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. Specific instructional/reform programs/strategies are located in each school's Continuous Improvement Plan (ACIP). These include:

Accelerated Reader: AES STAR Reading/STAR Early Literacy: AES

Alabama Reading Initiative: AES, HES

AMSTI: AES, HMS, AHS, HES

REWARDS: HES, HMS

Open Court: AES, HES LETRS, Heggerty: AES, HES

Sonday System, Let's Play Learn, Bridge the Gap - Reading Intervention, TBD: AES, HES

IXL: HMS

Study Sync 6<sup>th</sup>-12<sup>th</sup> : AES, AHS, HMS, HHS

DIBELS (Amplify): AES, HES

iReady: AES, AHS, HES, HMS

Generation Genius HES

Progress Learning: HMS, AHS, HHS

Comprehension Toolkit: AES, HES

My Math: AES, HES Big Ideas: AHS, HMS Envisions: AHS, HHS

Reveal Math: AES, AHS, HMS

Moby Max: All schools

Teachtown: All schools

SRA Reading Intervention ALEKS and IXL Reading: HMS

Flocabulary: HES, HMS

The LEA Consolidated Plan is reviewed and monitored throughout the school year. The committee members are responsible for maintaining documentation of data sources in the plan. Data sources will include state required ACAP (grades 2-8) and ACT+Writing (grade 11). Other data sources may include Pre-ACT (grade 10), and WorkKeys (grade 12). Implementation of the plan is reviewed periodically at committee meetings. These meetings will involve reviewing data included in the plan to determine an increase in academic achievement and other indicators of success. Goals and progress are communicated to the faculty, parents, students, and stakeholders through electronic media, PTO meetings, local newspaper, and newsletters so that there is a shared commitment for a quality education for all students in Henry County. The LEA Consolidated Plan is posted on the LEA/school websites and the eGAP Document Library and copies of the plan will be available upon request in the Federal Programs Coordinator's office, principal's office, and the media center in each school. Notification will be provided in several ways (student handbook, school website, LEA website, etc.) that this plan will be available for review.

## 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.**

Although each Schoolwide Continuous Improvement Plan (ACIP) is written to meet SDE requirements, each varies in composition and strategies to meet the individual needs of each school and the students. To effectively identify students who may be at risk for reading failure, or who are having difficulty reading, a screening, diagnostic, and classroom-based instructional reading assessment (DIBELS) is given in grades K – 2. ACAP scores (this year) are used to identify students who are not proficient in reading and math. iReady will be as a diagnostic assessment tool three times during the school year for K-8<sup>th</sup> grades and at least twice for high school students. We utilized the assessments to identify students who are at risk and in need of interventions. The ACT+Writing will be used in grade 11 and the ACT WorkKeys in grade 12. Other progress monitoring tools include, Report Cards for system and schools, Retention Report, RtI documents, Attendance reports, Stakeholder surveys, Progress reports/Report cards for individual students, Graduation rates.

**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.**

Henry County will utilize the information gained from the various assessments given to our students. These assessments include but, not limited to iReady, ACAP, DIBELS. The assessments assist in diagnosing and informing our teachers of the needs of students. Plans are developed based on information from assessments. All identified students with academic difficulty in reading and/or math are provided interventions to address needs in meeting our state academic standards. The interventions include tiered instruction by the teacher, aides, and/or interventionist. All students experiencing academic difficulty are referred to Response to Instruction (RtI) as well as students with behavior and attendance concerns. Problem Solving Teams (PST) will meet to identify and address difficulty that the identified students are experiencing. A plan of action will be developed. Parents will be informed of the referral and the plan to address the need(s). Henry County is also participating in the first cohort for MTSS. We will implement the MTSS structures and strategies to improve practices for our administrators, teachers and 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.**

The LEA 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 using student progress reports, student report cards, DIBELS (K-3), ACCESS (for ELs), ACAP, and iReady. When students are identified for intervention they are provided the opportunity to participate in specific academic intervention strategies based upon their needs. This process will be led/monitored by the Intervention Specialist at the Title I schools. School discipline activities will be monitored through the regular review of monthly discipline record summaries as well as the end of year SIR.

**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**

Henry County Schools will closely monitor for 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 by analyzing the LEAPS Report as well as monitoring the hiring and teacher transfer process. Any noted disparities will be addressed.

Services for students who: are low-income, are EL, have disabilities, are migratory, are neglected or delinquent youth, are Indian, are homeless, are in foster Care, and/or immigrant are coordinated and integrated to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. At the present, the five subgroups served in Henry County Schools are EL students, delinquent youth, students with disabilities, Foster Care students, and homeless students. Services provided for EL students are found in the LEA EL Plan. The LEA Homeless Children and Youth Program Plan/Procedure provides provisions for homeless students. The LEA Foster Care Plan addresses provisions for our foster care students. Services for students with disabilities are found in the LEA Special Education Plan and the LEA 504 Plan. Delinquent Program details are found in the Title I, Part D Formal Agreement and the N or D Transition Plan. All of the aforementioned subgroups are enrolled and served without barriers.

**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 LEA and schools use information obtained from the ACAP, iReady, DIBELS, ACCESS and additional assessments to assist in diagnosing deficiencies and improving teaching strategies to correct the deficiencies. A plan of action will be 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 on DIBELS, ACAP, iReady in Reading and Math are provided intervention classes. These classes are designed to meet these students' individual needs and are offered as part of the daily curriculum. After school/extended day tutorial programs are also available. In grades K - 3, students are assessed using the iReady/DIBELS as well as informal instruments to identify reading levels and areas of weakness. These assessments provide data in the six critical areas of reading that can be interferences to successful reading. Teachers will use this data to drive instructional strategies. Identified students who have academic difficulty and/or behavior issues may be referred to the RtI/PST. Parent conferences and notification for identified students will be held to discuss identified strategies to use at home and to provide support at school. All students are given an opportunity to participate in academic support programs. This may be facilitated through the networked capability of the school computer system. Students that are identified as experiencing severe problems may be referred to the Multi-needs Committee which is comprised of many county agencies such as Mental Health, Health Department, Youth Services, Department of Human Resources, Alabama School for the Deaf and Blind, and Alabama Cripple Children.

Struggling readers will be referred to participate in an intervention program. The purpose of reading intervention is to remediate readers that are experiencing failure using the regular reading curriculum which includes Alabama Reading Initiative.

According to ALSDE report cards, two schools have been identified as Targeted Support Schools. One middle school and one high school. School supports will be given by providing teachers with professional development of programs such as Kids First and iReady. Instructional materials and programs will be utilized to increase student engagement and achievement through the named programs as well as other curriculum that addresses the state standards.

**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).*)

Poverty Criteria eligible attendance areas will be determined by the number of students 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) from low-income families. Schools will be rank ordered from poorest to 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**

The nature of the programs conducted by Henry County Schools include but, not limited to the following programs, strategies/practices and curricula to address state content standards: ARI Literacy practices/strategies, Instructional Coaches, Interventionists, Aides, LETRS, Sonday Systems Essentials and Intervention, AMSTI, Open Court (K-5), Study Sync (Literacy for 8-12), My Math (K-5), Reveal Math (6<sup>th</sup>), Big Ideas (7-8), Envisions (9-12), Google Classroom, Progress Learning (middle and high schools), Digital Literacy, afterschool/before school tutoring.

SAYLA, located in Abbeville, AL, is eligible based on the number of students reported in the Annual Survey of Children in Local Institutions for Neglected or Delinquent Children. SAYLA holds licenses with the AL Department of Youth Services (DYS). SAYLA is a private residential treatment facility that treats boys and girls with emotional and behavioral issues.

SAYLA agrees to provide educational services to its clients through a formal contract with the Henry County Schools. The contract will be signed by the superintendent and the agent of SAYLA. A signed copy of the contract is available at both agencies.

SAYLA follows the curriculum set forth by the Alabama State Department of Education. The educational program will assist the students in meeting the academic standards required by the state and to provide school credits. The students enrolled at SAYLA will also have the opportunity to participate in the state assessment program.

Since SAYLA is a residential facility, the students will be served by their home schools when they return to their home counties. SAYLA will provide educational records to the home schools so that the students' academic progress is not disrupted. A smooth transition process is of utmost importance. Once a student leaves SAYLA the student's local DYS case worker will pick up and provide or coordinate those needed services.

All students who reside at SAYLA are considered at-risk due to common factors throughout the population at this residential school. The students are placed at SAYLA through the court system. The students are at-risk for school failure or for dropping out of school due to different levels of academic abilities, learning disabilities, behavioral problems, truancy and lack of family support. Many students are below grade level in achievement due to the same reasons. SAYLA provides and follows the Individual Education Plan (IEP) of each student with special needs.

The Henry County Schools and SAYLA will coordinate programs funded under Title I, Part D with services provided through DHR, DYS, and Henry County Health Department to meet the needs of the students. For instance, there will be coordination with the Health Department for immunizations; and SAYLA and Henry County Schools will provide medical services for the students as well as coordinate with Medicaid for those eligible students. Counseling services are provided to all the students at SAYLA through the therapeutic team. The Henry County Schools staff will help with coordination of services with other agencies in the Henry County area.

SAYLA will form partnerships with local businesses/professionals to provide career mentoring. For example, local military recruiters will provide career advice to those students interested in the military.

SAYLA invites parents/guardians of the students to educational meetings involving their child. These meetings are an effort to improve the educational achievement of the students, assist in dropout prevention, and preventive further involvement of the student in delinquent activities. Once per month, there is a parent visitation day where educational and therapeutic staff 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 Camp SAYLA addresses educational issues for each student.

SAYLA will participate in the Alabama State Department of Education's student assessment program through the Henry County school system.

SAYLA fully coordinates with DYS and local juvenile probation officers to provide integration of services and meet the individual need of each client.

The probation officers/social workers of the students are given a discharge summary which has educational and therapeutic recommendations. They provide follow-up for the students at their home school when they leave SAYLA.

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

In coordination with the educational staff, the primary therapist provides counseling to students who are unable to return to their home schools to include Adult Education (GED), postsecondary institutions, technical schools, military, and other options.

The N or D Transition Plan will be used to help facilitate the program.

#### **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.).**

### **HENRY COUNTY SCHOOLS HOMELESS PLAN/PROCEDURES AND DISPUTE RESOLUTION**

#### **INTRODUCTION**

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

The Henry County School System shall conduct an annual evaluation (**Appendix F**) of its Homeless Education program to determine the effectiveness of the program. The system will adjust practices and procedures as needed to improve the effectiveness of implementation and student achievement.

#### **Definitions:**

For the purpose of identifying homeless children and youth, the Henry 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:**



- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason (sometimes referred to as doubled-up);
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals; or
- Awaiting foster care placement.

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

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

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

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

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

## **HOMELESS EDUCATION PLAN**

### **Purpose of the Program**

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

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

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

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

### **Identification & Registration Procedures**

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

A copy of the *Residency Questionnaire* must be submitted to the Henry County Schools Homeless Liaison on the day of registration for students identified as homeless. The school will maintain the original form in the file separate

from the student's permanent record for audit purposes during the year. This file should be housed in the school counselor's office. Currently enrolled students who may become homeless may be identified through school personnel observation as well as through referrals from outside sources.

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

An unaccompanied youth may enroll himself or herself. In this case, the school principal or designee will immediately contact the Henry County Schools 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 Henry County Schools Homeless Liaison (**Appendix E**) and school personnel will assist the homeless unaccompanied youth in obtaining eligible educational services.

### **Meal Status**

The application process for free and reduced priced meals can be expedited for homeless children and youth. The determination for free meals may be made without completing the full application process (source: U. S. Department of Agriculture: [http://www.nlchp.org/FA\\_Education/new\\_usda\\_memo.pdf](http://www.nlchp.org/FA_Education/new_usda_memo.pdf)).

### **Identification of Homeless Preschoolers**

The Henry County Schools Homeless Liaison will collaborate with local community service agencies (e.g. Head Start, Department of Human Resources, Health Department, faith-based organizations and the court system, etc.) and school personnel to identify homeless preschoolers. The district will also include homeless preschoolers and homeless children in the "Child Find" process as required by the Individual with Disabilities Education Act. **Appendix H** is posted at all schools, the Central Office, and other appropriate sites.

### **School Placement**

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

### **Resources**

The school system, through each school, provides helpful information (**Appendix G**) to parents of homeless children. This information is provided to all parents of children who meet the criteria of homeless children based on their responses on the *Residency Questionnaire* at enrollment as well as those who may be identified after they are enrolled. The information provided may include but is not limited to:

- referrals of homeless children and youth for medical, dental, mental health, and other support services.
- students service programs related to violence prevention and behavioral counseling.
- programs addressing the unique needs for homeless children and youth that may arise from domestic violence.
- providing transportation costs associated with keeping students in the *school of origin*.
- paying fees and costs associated with tracking, obtaining, and transferring records needed for enrollment of homeless children and youth in school.
- providing school supplies for homeless children.
- providing extraordinary or emergency services to homeless children and youth to enroll and retain such students in school.
- ensuring that homeless children and youth are not stigmatized and/or alienated due to their homeless status.
- collaborating with other agencies to provide and/or improve services for homeless children and youth.



### **Dispute Resolution**

If school enrollment decision is contrary to the wishes of the child or youth's parent/guardian, the school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and procedure for appealing the placement decision. The complainant must file a School Enrollment Dispute (**Appendix C**) with the school in which the student is presently enrolled. The principal of this school will notify the Henry 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 Henry County Schools Homeless Liaison will expeditiously take steps to resolve the dispute (**Appendix D**). If the dispute cannot be settled by the homeless liaison, the liaison will assist the complainant in seeking technical assistance from the SDE liaison or other appropriate service agency. **Appendices A – N**

- A. Residency Questionnaire
- B. Procedure for Admitting Homeless Students
- C. School Enrollment Dispute Form
- D. District Enrollment Dispute Form
- E. Homeless Liaison Responsibilities
- F. Program Evaluation Form
- G. Notice of Educational Services
- H. Education Rights of Homeless Children & Youth
- I. Needs Assessment Form
- J. Roster of Identified Students
- K. School Compliance Checklist
- L. BOE Approval
- M. Enrollment Procedure
- N. Frequently Asked Questions

\*\*\*The plan and all appendices are posted on LEA and School websites or you may receive copies at the LEA Central Office or the school's principal's office.

### **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.**

Presently, we do not have any students participating in any LEA federally funded preschool programs such as Even Start or Head Start. There are four pre-K program funded by the state located at both Abbeville Elementary School (2 classes) and Headland Elementary (2 classes). Children who meet the established criteria are selected to participate in the program by the lottery system. Local Head Start programs and private preschools are invited to attend parent workshops and transition activities offered at various times throughout the year.

### **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 there are no Targeted Assistance schools in the Henry County School System. If we have a TA school, teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services using data from multiple sources including ACAP, DIBELS, iReady. Appropriate services will be provided.

**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.**

As a way to assist in the effective transition from middle grades to high school, students and parents will be invited to an initial orientation in the Spring. A written list of suggestions, proficiency levels of academic standards and curriculum, and the registration process will be distributed. Students and parents will be provided a tour of the school to acclimate them to the facilities. All students from the middle grades will be invited to visit the high school for an on-site orientation during the school year. High school students will visit area institutions of higher education as well as employers and other local partners. Henry County high school students will also participate in Career Day at The Dothan Career Center that brings students together with higher education institutions and business/industry representatives.

**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.**

To assist in the effective transitions for students from middle grades to high school, increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills, students will have access to quality Career Tech classes at the schools taught by highly effective instructors as well as opportunities to participate in dual enrollment at Wallace Community College Dothan/Eufaula and the Enterprise/Ozark Community college Aviation Center. Students also have access to the services of a career counselor.

**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)**

To support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners), the LEA and schools will monitor and identify any issues by reviewing the Student Incident Report (SIR) actions taken at each school site. Monthly monitoring will be used to facilitate the process.

**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.**

Henry County Schools will continue to participate in Career Tech. dual enrollment opportunities with Wallace Community College Dothan/Eufaula as well as the Enterprise/Ozark Community College Aviation Center. Students also have the opportunity to participate in Career Tech Co-Op Program.

**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.**

Henry County Schools has and will continue to explore opportunities to collaborate with Wallace Community College Dothan to provide student access to the Basic Computer Aided Drafting class offered at Headland High. The LEA and schools also collaborate with the Enterprise/Ozark Community College Aviation Center for students interested in aviation careers.

**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.**

The LEA and schools may, based upon the needs assessment, use state and federal funds in identifying and serving gifted and talented students in the areas of technology and challenging academic courses.

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

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

The LEA may, based upon the needs assessment, use local, state, and federal funds to assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Items purchased may include computer hardware and software.

**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 Henry County School District will take the following actions to engage parents in the joint development of its district-wide parental engagement plan under the ESSA: Parents will participate in the Henry County stakeholder survey, Cognia schoolwide survey, planned school meetings and activities at the schools and central office. Parents are also invited to attend various school functions within the school day, as well as, after school hours to engage in activities with their children, teachers and administrators. Parents are encouraged to meet with teachers during planning times and specific planned parent/teacher conference events. Parents are also invited and encouraged to meet with school administration when desired.

The Henry County School District will hold meetings to secure parent input into the development of the system policy/plan. These meetings will be held at different times during the day and at both Abbeville (AES, AHS) and Headland (HES, HMS) Title I schools to encourage participation.

The Henry County School District will take the following actions to engage parents in the process of school review and improvement under the ESSA:

The Henry County School District will ensure that annual meetings are held at all Title I schools at the beginning of each school year to discuss the following topics:

- Title I participation, services available, and parents' rights
- An explanation of the school's curriculum and the state's content standards
- The State Student Assessment Program

- The School-wide Continuous Improvement Plan
- The School Parental Engagement Plan
- The Parent Resource Center
- The Parent Survey
- Parent Education Activities
- Other timely subjects

These annual meetings will be held during the school day and in the evening to accommodate the various parents'/guardians' work schedules.

**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 Henry County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental engagement activities to improve student academic achievement and school performance:

-The Henry County School District will provide a system level Parental Engagement Policy/Plan to serve as a guide for system and school level activities. The district will also set aside no less than 1% of its Title I allocation to provide funding necessary to equip the schools with resources to provide quality Parent Resource Center materials. The system Federal Programs Coordinator will serve as the district level contact to coordinate district level 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 Henry County School District will coordinate and integrate parental engagement strategies in Part A with parental engagement strategies under the following other programs: 3 Fold + Counseling Services, SpectraCare (Wiregrass Mental Health), Living Waters Counseling, local Boys and Girls Clubs, state-operated preschool programs, church-operated and privately-operated day-care centers by:

-Collaborating with the named programs to integrate strategies to strengthen parental engagement. This will be accomplished through regular meetings held at all Title I schools as well as other appropriate sites. These meetings may include but are not limited to the Title I Annual Meeting, Annual Parent Engagement Meeting, Parent/Teacher Conferences, PTO meetings, and Henry County Advisory Council meetings.

**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)**

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

Parents at all Title I schools will be given surveys (see ACIP) throughout the school year seeking their input on activities, training, and materials that the school should offer to parents the next school year. The distribution and collection of the surveys will be the responsibility of the parental engagement coordinator at each Title I school. Results of the parent surveys will be reviewed by the school-wide advisory committee (including parent representatives) to determine needed changes. Each year, all Title I schools' School-wide Continuous Improvement Plans, including their parental engagement plans, are reviewed and evaluated for effectiveness by the school ACIP committee. Strategies for improvement are developed and implemented. Particular attention is paid to identifying and removing any barriers to greater participation by parents (especially those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) in parental engagement activities.

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

The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental engagement, by:

-Providing parent engagement links on the Henry County Schools website to useful sites.

<http://www.henrycountyboe.org/> (Departments + Federal Programs + Documents + Parent Engagement Related Links)

-Distributing Home and School Connections parent resources at elementary schools.

-Parent Center with materials and supplies for parents to use at home with their child(ren)

-School and Henry County website with links for parent resources.

-Parent/Teacher Conference opportunities throughout the school year.

-Graded papers/tests sent home regularly for parents to view.

-Report cards/progress reports, Daily/weekly communications for teachers

-Blackboard messages, Remind, Texts, Facebook, notes and telephone calls by teachers.

-PTO meetings

-Providing parent training opportunities at Title I schools.

-Conduct surveys and encourage feedback/comments from parents.

-Providing Literacy (reading to class/children), and Physical Education activities during the school times for parents to engage with their child(ren). Math and science nights have also been offered to share the instructional strategies and practices of the subject areas.

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

-Providing parent engagement links on the Henry County Schools website to useful sites.  
<http://www.henrycountyboe.org/> (Departments + Federal Programs + Documents + Parent Engagement Related Links)  
-Conducting in-service training for teachers utilizing professional development resources available through Southeast Alabama Regional In-Service Center in Troy.  
-Utilizing resources from the Alabama Department of Education and the state PTA organization.  
-Parent/Teacher Conference opportunities throughout the school year.  
-Graded papers/tests sent home regularly for parents to view.  
-Report cards/progress reports, Daily/weekly communications for teachers  
-Blackboard messages, Remind, Texts, Facebook, notes and telephone calls by teachers.  
-PTO meetings  
-Providing parent training opportunities at Title I schools.  
-Conduct surveys and encourage feedback/comments from parents.  
-Providing Literacy (reading to class/children), and Physical Education activities during the school times for parents to engage with their child(ren). Math and science nights have also been offered to share the instructional strategies and practices of the subject areas.  
-Making contact with parents at alternative sites such as ballparks, churches, etc.

**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 school district will use the findings of the surveys, feedback, and evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Schools have provided opportunities for parents and families to engage and have input in their child's education through the special school events added throughout the school year. The availability of teachers during planning periods, home/school communicator folders, Remind and accessibility of school administrators whenever possible or by appointment. Particular attention is paid to identifying and removing any barriers to greater participation by parents (especially those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) in parental engagement activities.

**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 Henry County School District 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 the four Title I Schools: Abbeville Elementary School, Abbeville High School, Headland Elementary, and Headland Middle School to encourage participation.

The Henry County School District will ensure that annual meetings are held at all Title I schools at the beginning of each school year to discuss the following topics:

- Title I participation, services available, and parents' rights
- An explanation of the school's curriculum and the state's content standards
- The State Student Assessment Program
- The School-wide Continuous Improvement Plan



- The School Parental Engagement Plan
- The Parent Resource Center
- The Parent Survey
- Parent Education Activities
- Other timely subjects

These annual meetings will be held during the school day or in the evening to accommodate the various parents'/guardians' work schedules.

**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.**

The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- Adult Basic Education opportunities
- how to monitor their child's progress, and
- how to work with educators.

This will be accomplished by providing this information to parents in the annual parent meeting that is held in August of each school year as well as other meetings held throughout the school year at each Title I school. The meetings will be scheduled during the school day and in the evening to accommodate parent needs.

- 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.**

Henry County Schools will provide materials and training to help parents to work with their children using various means including:

- Letters are sent home explaining student assessment results and how to interpret score reports.
- Providing parent involvement links on the Henry County Schools website to useful sites.
- Students and parents are required to sign the student handbook which contains the acceptable use policy.
- Distributing Home and School Connections parent resources at elementary schools.
- Providing scheduled parent training opportunities at all Title I Schools.

- 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.**

Henry County Schools, with the assistance of its schools and parents, will educate its teachers, pupil services personnel, principals and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Providing parent involvement links on the Henry County Schools website to useful sites. <http://www.henrycountyboe.org> (Departments + Federal Programs + Documents + Parental Involvement Documents)
- Conducting in-service training for teachers utilizing professional development resources available through the Southeast Alabama Regional In-Service Center in Troy
- Making contact with hard to reach parents at alternate sites such as ballparks, churches, etc.

**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.**

Henry County Schools will utilize the following strategies:

- Provide parent involvement links on the Houston County Schools website to useful sites. <http://www.henrycountyboe.org> (Departments + Federal Programs + Documents + Parental Involvement Documents).
- Collaborate with SpectraCare, Boys and Girls Club, Head Start, preschool, and other community organizations to provide training opportunities that will enhance the parental involvement program.
- Provide funding for Parent Resource Centers in all Title I schools.

**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.**

Henry County Schools will utilize programs such as TransACT/ Master Word 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.**

Henry County Schools will:

- arrange parent meetings at different times during the day/evening in order to maximize parental involvement and participation in their children's education.
- assist with childcare if requested.
- establish a district wide parent advisory committee to provide advice on all matters related to parental involvement in Title I, Part A programs.

**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.**

Henry county Schools may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training:

- By asking parents what the best ways of communication are for them
- By asking parents how we can accommodate their work schedule for meetings and conferences
- By seeking parental input on better ways to make parents feel welcome and comfortable in the school setting

-By asking parents to lead discussions at Parent Teacher Organization (PTO) meetings regarding topics of general parental concern

**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 school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Completing the Parent /School Compact.
- Helping parents understand their child's test scores during parent meetings.
- Home to School Connection Parent Involvement News Letter.
- Assisting parents to help their child with homework.

Set-aside Parent Engagement funds may be used in this effort.

**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 engagement. 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.**

Strategies include:

- All Title 1 schools at their regularly scheduled parent meetings will teach parents that there are a variety of ways to be involved with their child's education such as chaperoning field trips, assisting with field day activities, and assisting with other special events.
- School leaders will in turn ask parents to recruit other parents for participation in school events.
- School leaders will ask parents to share information concerning upcoming events with other parents through word of mouth, social media, and social events.

**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.**

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

Henry County Schools will be actively involved in finding and studying model approaches to improving parental involvement. When identified, they will be tried.

**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.**

Henry County Schools may establish a system-wide parent advisory council by meeting with administrators from each school and asking them to provide names of parents who may be interested in serving. In most cases, this will include parents who are already serving on the school-wide committees. Principals will be asked to contact those parents to secure their commitment to the district committee and meetings will be held as needed.

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

Henry County Schools will utilize community-based organizations such as local Boys and Girls Clubs, local churches, and SpectraCare as well as businesses such as Walmart and Sam's Club to assist our schools with parent involvement activities.

Appropriate roles that each of these may play include, but are not limited to, the following:

- Provide a funding source for food, school supplies, teacher supplies, money for schools
- Provide counseling services for students in need
- Provide personal and social lessons on topics such as drugs, stress, bullying, and cyber-bullying, alcohol abuse
- Provide after school student supervision programs for parents who work later in the afternoons

**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 throughout the school year or on an as needed basis providing parents with information concerning their child's education, materials to practice and support identified skills relative to their child's learning, and tips for parents, while cultivating a positive relationship between the home and school environment. Two-way communication involves a variety of media such as phone calls, emails, and person-to-person conferencing, Master Word (if needed) and TransACT when needed for translating English to a child's home language.

**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 sign-in roster, agenda, and minutes of meeting . The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 15, 2023**

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**PLAN APPROVED BY HENRY COUNTY BD. OF ED.**

\_\_\_\_\_  
**DATE OF APPROVAL**