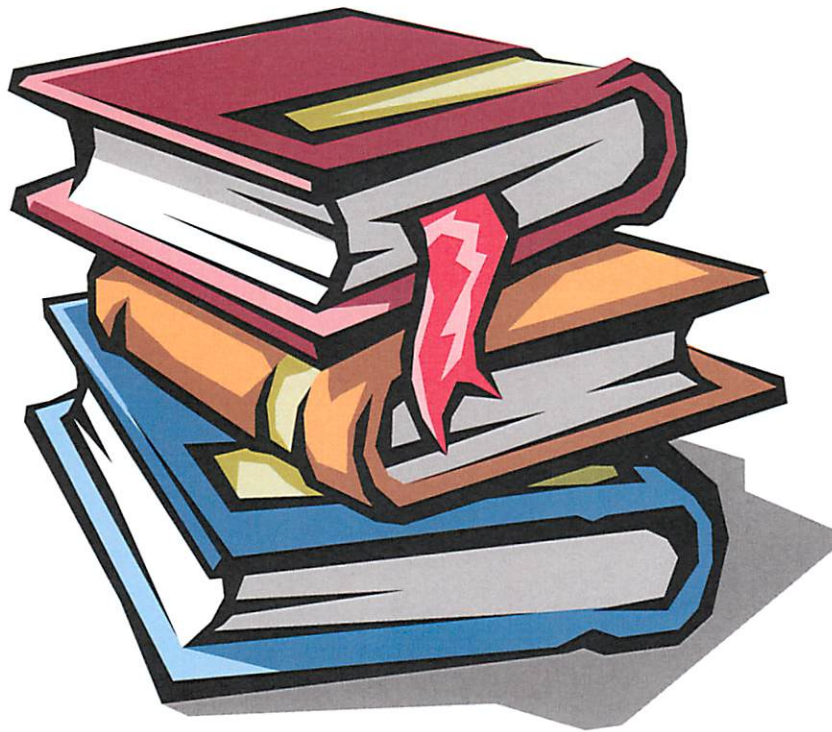


**HALEYVILLE CITY
SCHOOLS
2011/2012
Title I LEA PLAN**



2011/2012 Title I LEA PLAN HALEYVILLE CITY SCHOOL SYSTEM

The Haleyville City School System has proposed to include the following Federal Programs in its consolidated plan under *No Child Left Behind Act of 2001* (NCLB), Public Law 107-110.

Title I:

Part A. Basic Program

- Professional Development---a minimum of 5% and maximum of 10% for professional development activities, unless a lesser amount is needed, to ensure that teachers and paraprofessionals in Title I participating schools are highly qualified (HQ) is required. The principal of Haleyville Elementary School (HES) and Haleyville Middle School attests each year to the HQ status of the teachers. The letters for the 11/12 school year indicates that all teachers at HES and HMS have acquired HQ status.
- Parent Involvement---a minimum of 1% reservation unless 1% is less than \$5,000.00 is required.
- Supplemental Services--- requires a minimum of 5%, if the LEA has one or more schools identified by Title I for school improvement for the second and succeeding years. At this time Haleyville City School System is all clear.
- Transportation---Requires a minimum of 5%, if the LEA has one or more schools identified by Title I for school improvement for the first and succeeding years, to support the school transfer option. At this time Haleyville City School System does not offer school choice due to having one school per grade span and we are not in school improvement.
- Parent's Right to Know---requires the local LEA to notify parents of each student attending a Title I participating school that they may request information regarding the professional qualifications of their child's teacher(s). This is made available to parents in the Student Handbook given to every student upon enrollment and/or at the beginning of each school year. Parents are required to read and sign a notice that they have read the handbook.
- Neglected---Optional, unspecified amount. HCSS currently does not have N/D facilities.
- Delinquent---Optional, unspecified amount. HCSS currently does not have N/D Facilities.
- LEP---Optional, unspecified amount. This year, as in years past, set-asides are made available for tutoring services for EL students at HES and HMS. A Highly Qualified EL teacher serves students who qualify in addition to the tutoring program. The EL population at HES and HMS is currently 64 students.
- Homeless---Unspecified amount. We currently have six students identified for Homeless services, and have set aside \$3000 for any student(s) who might be in need of these services

Title II:

Professional Development is provided for all teachers and is based on a needs assessment. A Comprehensive Professional Development Plan is developed with activities/sessions offered during the school year and summer. Class Size Reduction is used at the sixth grade level to reduce classes significantly.

Title III:

Part C. Language Instruction for Limited English Proficient and Immigrant Student HCSS receives an allocation through Title III, Part C. A HQ EL teacher and tutors teach the students in the EL program.

Title VI:

Rural and Low Income program provides .44FTE for the EL teacher who serves students on all campuses. The program also offers SRB programs, computer hardware and materials for students attending HCSS.

MISSION AND GOAL

Haleyville City School System's Mission for Federal Programs is to provide a unified program that will blend federal, state, and local efforts into a cohesive educational approach enabling all children to attain high standards of academic performance in the state's core academic subjects and achieve this within safe and drug-free school facilities.

The Alabama State Department of Education has adopted the following five ESEA goals:

- Goal 1: By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4: All students will be educated in learning environments that are safe, drug-free, and are conducive to learning.
- Goal 5: All students will graduate from high school.

Haleyville City Schools are involved in High Quality Scientifically Research Based Professional Development. Elementary teachers teaching grades K-3 have participated in ARI re-certification through a trainer of trainer model by the HES Literacy Team as well as bringing in certified ARI trainers to model strategies. All teachers in all three schools are meeting by grade levels or departments to align curriculum and share effective instructional strategies. Teachers are encouraged to visit classrooms of other teachers to observe effective teaching strategies. Novice teachers participate in a mentoring program and have opportunities to work with master teachers to develop skills. A team of teachers from elementary, and middle school levels attended the Renaissance Conference during

the summer. The strategies learned are presented to faculties during faculty/grade level/departmental meetings.

There are more cross-program coordination of staff development activities that involve federal, state, local monies and grants with concentration on improving administrators, teachers and student achievement. Committees composed of teachers, administrators, students, parents and community leaders are working on curriculum development, attendance, annual updating of the student handbook, coordination of ARMT/ ACCESS/DIBELS objectives with the course of study and quarterly grading periods.

SECTION A. HIGH QUALITY STUDENT ASSESSMENTS

The Alabama Reading and Math Test (ARMT) is used to determine student mastery in achieving the state's student performance standards and to provide data to teachers, administrators, parents and students on the progress being made toward the state's student performance standards. The ARMT will also be used to determine the best teaching methods to enable students to learn and meet state standards and improve student academic performance. ARMT results will be sent to parents with the first nine weeks. School counselors should be contacted with any questions regarding assessments. The EL teacher will be available to interpret scores for EL students and parents.

Other assessments that may be used in support of the ARMT for program guidance and/or evaluations are:

DIBELS K-5

Alabama Alternate Assessment

Alabama High School Graduation Exam (AHSGE)

OLSAT

ACCESS/for EL students

College and Career Ready Assessment System

EXPLORE

PLAN

Students excluded from a particular state assessment must have IEP documentation stating that the student should not participate in the assessment or be a student speaking a foreign language who is living in the United States for the first year (only).

Measures on the Alabama State Superintendent's Report Card provide indicators such as annual dropout rate, average daily attendance, grades, student retention and system ARMT scores will be considered in determining the effectiveness of some programs within the consolidated plan. School Report Cards also serve as an instrument to inform parents of the local schools' status. Each year as AYP/SI status are released by the SDE the results are published in the local newspaper. Since ARMT scores are not received until late July, scores are sent to parents during the first nine week grading period.

SECTION B. OTHER INDICATORS

- The report card provided by the State Department for the system and for each school gives information regarding our success in student achievement and is made available to all administrators, teachers, students, parents, and the general public.
- Sat scores are used to determine the success and achievement of our students.
- Improving our graduation rate
- The attendance rate at each school wide program is a measure of success by our school system.
- Providing after school programs
- Reducing our drop-out rate
- Reducing alcohol and drug use and reducing availability in schools.
- Reducing the number of criminal and violent incidents in schools (the system and all schools now have an updated school crisis plan. All teachers are certified. Cameras have been installed with Children's First Matching funds at the Haleyville Center of Technology currently all campuses are equipped with surveillance equipment. Children's First Matching funds are being used to reach this goal and are also being used to install video cameras and a locking system on all exit doors.
- Enforcing the Gun-Free Schools Act and decreasing the number of weapons on our school campus (we have a strict "no weapons policy" that is enforced).
- Promoting drug abused/violence prevention education that is scientifically research based.
- Administer and analyzing the Pride Surveys.
- Parent participation rate.

SECTION C. ADDITIONAL EDUCATIONAL ASSISTANCE

The PST Teams at elementary, middle and secondary levels offer immediate assistance through interventions before consideration for services through IDEA or Section 504, ADA 1973.

Title I, VI, Children's First and At-Risk funds are used to provide additional assistance for academically at-risk students through summer programs and tutoring programs offered during and after school. Students will have access to Compass, and Classworks for the AHSGE as well as USA Test Prep and Skills Tutor. Math Helper, STAR, Voyager Reading, Failure Free Reading, and Riverdeep-(Destination Math and Reader) are also used to work with struggling students. The JAG Program offered through the Center of Technology also provides additional services for at-risk students.

SECTION D. COORDINATE PROGRAMS WITH PROGRAMS UNDER TITLE II

Title II funds will be utilized with other program funds to maximize benefits of professional development. CSR funds are used in sixth grade to reduce the student teacher ratio by five students per class in Language and by ten students in reading classes. Teachers and administrators use professional development activities to help them learn new techniques for reaching all students and closing achievement gaps. Administrators and school committees develop a Comprehensive Professional Development Plan that combines all available funds from Title I, II, VI, At-Risk, and State/Local.

The University of North Alabama In-Service Center completes a survey concerning teacher/staff needs in areas of professional development. This survey along with the surveys administered at each school will be used along with other data to determine professional development for administrators, teachers and paraprofessionals.

Principals, teachers, and support staff also receive training in parental involvement activities. Educational personnel are encouraged to provide assistance to parents of Title I students in understanding the State's academic content standards, State and local academic assessments, the requirements for graduation from high school, and promotion standards of the local school system. School personnel are also encouraged to work with parents on monitoring a child's progress and helping parents to learn to help their children improve their achievement. Title I schools will provide materials and training to help parents to work with their children to improve their children's achievement and to foster parental involvement.

The overall goal of the Professional Development Program is to provide sustained high quality professional development activities that will result in improvement in instruction. Improved instruction will enable all children to increase achievement. The entire professional development program will focus on promoting expectations for all students to achieve high content standards. This goal will be accomplished in part by providing school personnel with opportunities to participate in professional development activities that will foster improvement in instruction.

Individual teacher/staff and administrator certificates are maintained in the central office. Teachers are required to complete a minimum of fifty hours of in-service credit every five years. Administrators are now required to earn one PLU during a school year. This will be phased in by 2013-14.

Currently there are no Non-public/private schools in the HCSS district.

The participants will evaluate all professional development activities coordinated by the HCSS. The results of the evaluation forms will be used to determine if goals were reached and for future professional development activities.

SECTION E. LEA COORDINATION AND INTEGRATION

TITLE I

One schoolwide program is in place with no target assistance programs in place. Inclusion methods are used to provide services for all students.

HCSS currently does not receive funding for an Even Start, Head Start, Reading First, or Early Reading First program. The HCSS does have a transition program for parents and students of Head Start in our area by taking the parents, students and Head Start employees on a tour of our school as well as inviting them for lunch. A HCSS kindergarten teacher provides a workshop for Head Start parents before their children begin kindergarten. Also, HES, HMS, and the Ninth Grade Academy host a mandatory orientation to inform parents of expectations of the current year. HES has a transition program for students exiting the elementary setting. Beginning in the fourth grade students have content subjects taught in a departmental setting. In the fifth grade, students' schedules are modeled after the junior high program. HMS provides activities that work with students and their transition to the 9th Grade Academy. Students are required to carry planners to each class to keep up with assignments, communication with parents, and log loss of instructional time. Meetings with parents are held prior to the EXPLORE test to inform parents of how this assessment is used in scheduling future classes. There is a 9th grade orientation meeting and several follow-up meetings to discuss policies, procedures, schedules and diploma options.

The following programs are provided for our students:

Scientific research-based instructional programs/materials include the Alabama Reading Initiative, Riverdeep Destination Reading and Math, My Sidewalks, Compass, Classworks, etc.

School personnel are provided opportunities for professional development to meet Highly Qualified teacher status as well as to continue learning updates on current programs. Training will also be provided for the Classworks program as well as other programs listed in the Comprehensive Professional Development Plan.

The Title I schoolwide committee completes a comprehensive needs assessment, and use results in planning school programs. These activities support instructional practices that are geared to challenging content standards. Continuous review and reform of instructional practices to achieve desired student performance will enhance and strengthen programs.

Increased parent involvement is enhanced through school-parent compacts which are kept in the students' classrooms by their homeroom teachers, parental involvement policies approved by the HBOE, and a variety of activities to accommodate working and non-working parents such as FAMJAM, Parent Expo, LEAD (Lead, Educate, Assist and Develop), HES PALS (Students are teachers and parents are the students).

A Title I Advisory Council is in place at Title I schools. Issues addressed by this Council include curriculum, instruction, parent involvement, and budgets.

Parents are notified of *Parent's Right to Know*, Public Law 107-110 via the Student Code of Conduct Book which is disseminated to all parents at the beginning of the school year, as well as for students enrolling during the school year. A parent center has been added with various hours to accommodate parent needs. The funding for the parent center is part of the set-aside through Title I.

Title I funds are allocated to schools based on the number of low-income students.

There are no Non-public/private schools in our area to participate in our Title I program.

Highly qualified teachers and paraprofessionals using scientifically research-based materials teach students.

The guidance counselor is trained in student assessment and works to provide parents and students with assistance in the understanding and use of assessment results.

A system-wide parent/teacher conference is held in October and January to afford teachers and parents an opportunity to discuss student achievement.

NEGLECTED AND DELINQUENT

Currently, Haleyville City Schools does not have any students identified for N & D services. If students were identified they would receive services on the same basis as other students who receive Title I services.

MIGRANT CHILDREN

Migrant children are identified by their moving across a school district line within the last three years in order for the parent to seek or obtain employment in agriculture or fishing. An EMPLOYMENT Survey is completed upon enrollment of all students. The ASDE is responsible for reviewing these surveys. Upon their findings students will be identified for migrant services. Currently no students have been identified to receive Migrant services at HCSS. Children and families who meet this criterion are eligible to receive services on the same basis as other children who are selected to receive Title I, Part A services. Eligible students may also be served through other funds for students at risk. Barriers do not exist in our system what would delay their enrollment in our school system.

HOMELESS

According to HCSS McKinney-Vento plan, the determining criterion for homeless services is when a student does not have a “fixed, adequate, or regular home environment.” To the extent feasible, a homeless child or youth shall remain in the school of origin, except when doing so is contrary to the wishes of the parent or guardian; the parent or guardian shall have the right to appeal if the local LEA sends such child or youth to a school other than the school of origin or a school requested by the parent or guardian; and inform families and youth of their right to transportation and immediate enrollment. HCSS has a dispute resolution policy/plan if needed.

Students identified as homeless are entitled to receive services on the same basis as other children who receive Title I, Part A services. Homeless students and youth will be enrolled in HCSS where barriers do not exist in our system that would delay their enrollment.

STUDENTS WITH DISABILITIES

Students with disabilities are entitled to receive services on the same basis as other children who are selected to receive Title I, Part A services.

The Coordinator of Educational Services supervises all of the above programs. The coordinator works to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program. We also recognize that children with disabilities, EL, etc., are eligible for services on the same basis as other children who are selected for services. Students from each of these groups will participate in all state assessments unless otherwise noted by their individualized plans.

TITLE II

Title II funds are combined with other federal, state and local funds to maximize the benefits of professional development. Teachers use professional development activities to help them learn new techniques for reaching at risk students. A Comprehensive Professional Development Plan is developed based on a needs assessment that includes the use of Title II, Part A funds.

The University of North Alabama In-Service Center completes a survey concerning teacher/staff needs in areas of professional development as well as working with LEA representatives to provide professional development that meets the needs of school systems in their district.

Individual teacher/staff and administrator certificates are maintained in the central office. Teachers are required to complete a minimum of fifty hours of in-service credit every five years and administrators are now required to earn one PLU per year which is now being documented through a program offered by the ASDE called Software Technology

Professional Development Web. The Coordinator of Educational Services maintains the STI PD Web for teachers and administrators to use that documents professional development activities held on or off campus.

There are no Non-public/private schools in our area to participate in Title II funds.

CLASS SIZE REDUCTION

Class Size Reduction funds are used to reduce the teacher/pupil ratio in the Middle School grades. This year one teacher is funded under Class Size Reduction to reduce the number of students in sixth grade classes by five students per homeroom.

Funds are not used to supplant existing units.

TITLE III

The EL definition includes students with a wide range of educational needs with respect to learning English as a second language. We have a highly qualified EL teacher as well as two EL tutors (paid for with Title I set-aside funds) who works with students identified to receive services. The EL teacher and tutors are fluent in the English language. Parent involvement of EL students will be a focus this school year with workshops being held throughout the year.

TITLE IV

We no longer receive Title IV funds. Drug testing is being administered with Title VI monies.

TITLE V

We no longer receive Title V funding.

TITLE VI

Title VI funds will be used for our EL program in paying .44 FTE. Professional development will also be provided.

Title programs are not used to supplant existing programs.

SECTION F.

The LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

SECTION G. POVERTY CRITERIA USED TO SELECT SCHOOLS

Poverty criteria used to select schools will be the number of students eligible for free or reduced lunch based on child nutrition program data. Schoolwide programs must have 40% or above of the student population eligible for free or reduced lunches.

Title I funds are allocated to schools based on the number of low-income students. Currently, all Title I funds are allocated to HES and HMS with F/R at 61% and HHS with F/R at 48%. This decision was made due to concentration on reading/math improvements needed at HES and HMS.

Haleyville City Schools will continue to make every attempt to blend federal, state and local endeavors into a cohesive educational approach with cross-program coordination and integration of programs enabling all students to achieve high standards of academic performance.

Currently, there are no non-public/private schools in the area.

SECTION H. IDENTIFICATION OF ELIGIBLE STUDENTS IN TA SCHOOLS UNDER SECTION 1115.

Currently HCSS has no Targeted Assistance programs. Haleyville Elementary School and Middle School have a schoolwide program with all students being eligible for participation in the program.

If in the future HCSS has a school implementing a targeted assistance program, students will be identified using multi-criteria for placement in the program. Parents of these students would be given an explanation of the program with the option of refusing program services.

SECTION I. NEGLECTED AND DELINQUENT

Currently, Haleyville City Schools does not have any students identified for N & D services. There are no facilities in Haleyville for N & D identified students. If students were identified they would receive services on the same basis as other students who receive Title I services.

SECTION J. MIGRANT CHILDREN

Migrant children are identified by their moving across a school district line within the last three years in order for the parent to seek or obtain employment in agriculture or fishing. Certification of Eligibility would be obtained by contacting the Alabama State Department of Education (ASDE). Each year a Migrant Survey is completed by the Coordinator of Educational Services. At this time Haleyville City Schools does not participate in the migrant program due to no migrant students being reported. Children and families who meet this criterion are eligible to receive services on the same basis as other children who are selected to receive Title I, Part A services. Eligible students may also be served through other funds for students at risk. Barriers do not exist in our system what would delay their enrollment in our school system.

SECTION K. SUPPORT FOR PRESCHOOL PROGRAMS/NOT APPLICABLE

SECTION L. LOW ACHIEVEMENT SCHOOLS AS IDENTIFIED UNDER SECTION 1116 AS IN NEED OF IMPROVEMENT

- Identifies schools not making adequate yearly progress (AYP) for meeting state standards for two consecutive years. Currently no schools are in SI.
- Provides data to school(s) to allow schools(s) opportunity to review data.
- Provides technical assistance to school(s).
- Takes corrective action against school(s) not improving (required third year).
- In the case of a school identified for school improvement, the LEA shall, not later than the first day of the school year following such identification, provide all students enrolled in the school with the option to transfer to another public school served by the LEA that has not been identified for school improvement.
- Provide supplemental services.

*Schools will not be identified for school improvement if they make AYP toward meeting Alabama's proficient and advanced performance standards or two of the three years following identification.

SECTION M. PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL SERVICES

Currently Haleyville City Schools has no schools in school improvement

SECTION N. HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS

To ensure that teachers have the opportunity to meet Highly Qualified (HQ) status Title I funds are set aside in accordance with the number of teachers who have not currently met HQ status in Title I funded schools. These funds are available for teachers to pursue HQ status through taking college coursework or taking the PRAXIS test in areas needed to become HQ. For teachers in non-Title I schools, Title II funds are available for reimbursement for college coursework or for taking the PRAXIS tests. Funding for paraprofessionals to become HQ are also available through Title I for those who work in Title I funded schools with Title II funds for paraprofessionals working in non-Title I schools. Currently in Haleyville City Schools all teachers and paraprofessionals are highly qualified.

SECTION O. LEA HOMELESS SERVICES

The determining criterion for homeless services is when a student does not have a “fixed, adequate, or regular home environment.” To the extent feasible, a homeless child or youth shall remain in the school of origin, except when doing so is contrary to the wishes of the parent or guardian; the parent or guardian shall have the right to appeal if the local LEA sends such child or youth to a school other than the school of origin or a school requested by the parent or guardian; and inform families and youth of their right to transportation and immediate enrollment. A dispute resolution is available if the situation arises in the HCSS policy manual #JBCB.

Students as identified as homeless are entitled to receive services on the same basis as other children who receive Title I, Part A services. Barriers do not exist in our system that would delay their enrollment in our school system.

Funds are set aside through the Title I program for additional services for these students. Currently six students have been identified in need of homeless services. This number will be addressed when the LEA conducts reviews.

SECTION P. LEA PARENTAL INVOLVEMENT

The LEA must develop jointly with, agree upon with, and distribute to parents of participating children a written parent involvement policy that is incorporated into the LEA’s plan. This policy is in the HCSS policy manual.

The LEA’s written parent involvement policy sets the expectation and establishes the framework for parental participation in the LEA.

The LEA parental involvement policy must describe how the LEA will do the following specifically enough that parents and school system personnel can readily understand the steps for implementing each requirement:

- Involve parents in the joint development of its Title I program plan and in the process of school review and improvement.
- Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement.
- Build the schools' and parents' capacity for strong parental involvement.
- Coordinate and integrate Title I parental involvement strategies with those of other programs, e.g., Head Start, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state-run preschool programs.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation, particularly by parents who are disabled, who have limited English proficiency, limited literacy, or are of any racial or ethnic minority background.
- Use the evaluation findings in designing strategies for school improvement and in revising parental involvement policies at the district and school levels.

Evaluation of Effectiveness of LEA Parental Involvement Policy

An annual evaluation of the content and effectiveness of the parental involvement policy must be conducted to determine whether there has been increased participation and whether there are barriers to greater participating by parents who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA should consider developing methods for-

1. comparing levels of parental participation prior to and following implementation of the newly required policy;
2. determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;
3. identifying barriers to greater participation by these groups;
4. assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;
5. reporting evaluation findings; and
6. using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.

SECTION Q. PROCESS/PROCEDURES THE LEA USES TO ENSURE THE IMPLEMENTATION OF THE PARENTS' RIGHT TO KNOW PROVISIONS

The Parents' Right to Know information is located in the student's Code of Conduct Handbook issued at the beginning of each year. Parents may request in writing the HQ status of teachers. Upon submission, parents will be provided by the local school's administration a written letter of HQ status.

SECTION R. LEA FUND USE TO SUPPORT AFTER SCHOOL AND SCHOOL YEAR EXTENSION PROGRAMS

Title I funds along with state funds are used to provide extended day programs. Students are identified by target groups listed in the CIP. Tutors will address targeted areas on state assessments.

(2) EXCEPTION

The academic assessments and indicators described in subparagraphs (A) and (B) of paragraph(1) shall not be used-

In lieu of the academic assessments required under section 1111(b)(3) and other state academic indicators under section 1111(b)(2); Or
To reduce the number of or change which schools would otherwise be subject to school improvement, corrective action, or restructuring under Section 1116, if such additional assessments or indicators described in such subparagraphs were not used, but such assessments and indicators may be used to identify additional schools for school improvement or in need of corrective action or restructuring.

EQUITABLE ACCESS AND PARTICIPATION

All students, regardless of gender, race, national origin, color, or disability, will be given equal access to participation in the programs conducted by the HCSS. Likewise, children classified as migrant, EL, neglected or delinquent and homeless will be identified for services, using the same criteria as for other students in the school system.

To the extent practicable, HCSS will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that such parents understand.

SECTION (d). PLAN DEVELOPMENT AND DURATION

Meetings will be held as required by the ASDE. This consolidated plan was developed in consultation with teachers, parents, administrators, librarians and community representation. In scheduled meetings, the Federal Programs Advisory Committee

(FPAC) was actively involved in the plan development process. A review will be administered each year with revisions made as needed. The FPAC provided input about allocations of funds, set-asides and the overall program.

The plan will remain in effect for the duration of HCSS participation in the consolidated programs. During the implementation period, programs will be monitored for effectiveness and necessary changes in strategies and programs will be made to meet the needs. Annually, a review of each program will be conducted. Advisory meetings will be held to solicit input about allocations, set-asides and program design, implementation and evaluation. Necessary revisions indicated by the review will be made.

SECTION (e). STATE APPROVAL

1. IN GENERAL-The plan will be available on site during monitoring or other State approved visits.
2. APPROVAL –SEA approval only if found by SEA if found to substantially help children served under this section to meet the academic standards expected of all children described in Section 1111(b)(b)(1); and meets the requirements of this section.
3. REVIEW-SEA shall review the LEA plan to determine if the activities are in accordance with Sections 1118 and 1119.

SECTION (f). PROGRAM RESPONSIBILITY

Schools, teachers and HCSS share the responsibility in making decisions regarding activities under Section 1114 (currently HCSS has no TA schools). See the HES, HMS, and HHS Continuous Improvement Plan for documentation.

SECTION (g). PARENTAL NOTIFICATION

Notification to parents in a language they can understand, to the extent possible, regarding their child’s participation in the programs; specific exit requirements such as exiting the EL program; working with IEPs; and details on parental rights. Notification timelines are specific; for new students or students entering during the year; means of reaching parents regarding service and meetings; and, the admonition not to exclude.

LEA Process for School Review and Improvement

The LEA must provide for a local annual review of each Title I school, using state assessment, to determine whether the school is making adequate progress toward enabling students to meet the state's challenging student performance standards. This review will also provide the information each school needs to continually refine the program of instruction to enable children to meet the state's challenging performance standards. The LEA must publicize and disseminate the results of this review in individual school performance profiles to teachers and other staff, parents, students and the community.

ASSURANCES AND CERTIFICATION

LEA will assure each NCLB program will be administered in accordance with all applicable status, regulations, program plans and applications.

LEA will assure the control of funds provided under each NCLB program and title to property acquired with federal funds will be in a public agency, a non-profit private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities.

LEA will assure cooperation in carrying out any evaluation of each NCLB program conducted by the SDE or other federal officials.

LEA will use fiscal control and fund accounting procedures and will ensure proper disbursement and accounting for Federal funds paid to LEA under each NCLB program.

LEA will:

- a. Make reports to the SDE as may be necessary to enable the SDE to perform the required duties under each NCLB program.
- b. Maintain such records, provide such information to the SDE, and afford such access to the records as the SDE may find necessary to carry out the SDE's duties; and
- c. Before the plan or application was submitted to the SDE, the LEA afforded a reasonable opportunity for public comment on the plan or application and considered such comment. Parents of students in school served under Title I, Part A have been afforded the opportunity to submit written dissenting views or opinions as attachment to the LEA Consolidated Application.

The LEA will assure there are no policies or procedures that prevent, or otherwise deny participation in, constitutionally protected prayer in public schools are set forth in Title IX, Section 9524, of NCLB and *Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools* dated February 7, 2003.

The LEA will assure systematic compliance with requirements of the Family and Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) under 20 U.S.C., Section 1232(g) and 1232(h), respectively.

The LEA will assure systematic compliance with the Title IX, Section 9528, requirement that secondary schools make student directory information available, upon request, to military recruiters unless parents of those students have opted out of providing such information.

LEA TITLE I PLAN ASSURANCES

- A. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State and local sources;
- B. Provide technical assistance and support to schoolwide programs;
- C. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist school as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;
- D. Fulfill such agency's school improvement responsibilities under section 1116, including taking action under paragraphs (7) and (8) of section 1116(b);
- E. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1112, and timely and meaningful consultations with private school officials regarding such services;
- F. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that receive funds under this part;
- G. In the case of a local educational agency that chooses to use funds under this part to provide early childhood development 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;
- H. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
- I. Comply with the requirements of sections 119 regarding the qualifications of teachers and paraprofessionals and professional development;
- J. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, the e State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
- K. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such