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#### 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.

The Lee County Schools LEA Consolidated Plan is developed in consultation with teachers, principals, administrators, other appropriate personnel and with parents of children in schools served under this part. Information is collected from each school's Alabama Continuous Improvement Plan (ACIP) program, annual parent, teacher and program surveys, Advanced ED / Cognia Committee reviews, school advisory councils, input from the central office, and information from the system-wide



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### 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.

Grades K-3 are assessed in using STAR three times a year and are progress monitored according to the student's needs using CBM. Results from STAR and CBM are used to group students based on identified instructional needs. Parents are informed of the progress of their children based on these results through conferences with classroom teachers and the principal, and the school's Alabama Continuous Improvement Plan (ACIP).

Students in grades K-12 are given ACAP Summative Assessment in reading and math. The performance expectations are also monitored through performance-based assessments, and Benchmark assessments.

Data is dis-aggregated to enable teachers and school leaders to identify which students need specific help to either meet or exceed standards. Many strategies are utilized to ensure that the needs of the disadvantaged and failing students are identified and met. Summer school sessions will be considered for students in grades 3-6 and 7-12 who have failed one or more portions of the state mandated tests. Funds from Title I are allocated to support the after school and summer school programs. The system provides 2 full time EL teachers. The system currently has in place the Response to Intervention model where all students in Grades K-3 are administered a benchmark screener three times per year to identify any student who would be at risk in the areas of Reading Based on the results of the screener, students who are performing at or below the 10th percentile are provided additional interventions based on their specific Tier Placement. These students, to include limited English Learners, are progress monitored to determine if students are being successful. The RTI teams meet to problem solve and to make instructional decisions regarding students' academic achievement toward the standards. In Grades 6-12, other measures are utilized to identify students performing at or below benchmarks and interventions are provided to these students also. In addition, we also provide after school tutoring for our EL students and this year we provided a summer STEM Academy specifically for EL students.

All kindergarten students will be assessed to identify all students who are at-risk in the early reading skills of: phonemic awareness, alphabetic principles, accuracy and fluency with connected text, vocabulary, and comprehension. These identified students will be supported with interventions to address these areas. Needs of subgroups, grade levels, and schools are then addressed by the teaching staff.

School Safety, Student academic assessment data, school attendance, and disciplinary information on student and staff infractions, and safety issues will be analyzed each year to determine how to address student needs with regard to safety, drug awareness, and bullying awareness.



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system-wide goals, and each school evaluates the goals identified in its School Improvement Plan. At the end of each nine week grading period, each student is reviewed for basic, proficient or advanced level of achievement status. An intervention plan for all students below grade level is required, implemented and monitored for the next nine week grading period. Students must receive a minimum of ninety minutes of reading instruction. Below level students must receive an additional thirty minutes of intervention strategies (TIER II) in the general education classroom. Students may receive additional intervention (TIER III) through additional evidenced -based intervention programs. Lee County has a credit recovery plan in place for students in grades 9-12. Summer school is offered. All standards and policies meet with state guidelines for credit recovery.

### 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.

Lee County Schools will coordinate programs for low-achieving students to meet challenging academic achievement standards with programs under Title II to provide professional development for teachers, principals and others through the ACIP program at each school. Annual survey, program evaluations, system report cards, state assessment information, personnel evaluations, and the Superintendent's advisory groups assist in the identification of areas of focus that can be addressed by specific professional development activities. The school's needs through the Continuous Improvement ACIP program drive professional development needs at the school and system level. Title II allocations are provided as either a district initiative or to each Title I school for research-based, on-going professional development in-service programs as determined by recommendations from the surveys and Federal Programs Advisory Council. Mentor classroom teachers located at each school also bridge the gap between student standards and professional development for teachers, school staff and central office personnel.

### 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

A special emphasis will be place on recruiting and retaining highly qualified teachers. Lee County administrators will strive to only hire teachers who are already Highly Qualified in the areas to which they will be assigned. The district administrators and school principals will attend job fairs and utilize on-line recruitment tools to find highly qualified teachers. The district and school administrators will create partnerships with regional university representatives to recruit graduating seniors as well as graduate students that are enrolled in the School of Education's master's programs who have teaching experience and are highly qualified. District and school administrators will consider the pool of student teacher interns as potential candidates for employment. Lee County will continue efforts to retain highly qualified staff through mentoring, monitoring, and improvement





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Our programs that support the development of highly qualified, experienced teachers such as our dual credit program will continue to create partnerships with institutions of higher education to improve teacher content knowledge. Titles II-A funds, as well as district funds, are used to support recruitment efforts. The recent addition of an online employment link on the Lee County webpage, under the Human Resources' employment link, allows us to recruit internationally. The online application process has streamlined our recruitment efforts.

## 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

This is does not apply to Lee County Schools. All Title I schools in Lee County are school wide programs and Federal Programs director works with local schools to implement federal program budget, guidance, and ACIP plans.

## 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).)



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Beauregard Elementary, Beulah Elementary, East Smiths Station, Sanford Middle School, South Smiths Station, Wacoochee Elementary, and West Smiths Station. These schools have been served previously with school wide programs.

### 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

Lee County Schools does not have a location in the school district for neglected and delinquent students. We will provide services through virtual school or home-bound should the need arise. Considering Lee County Schools is a rural school system and reflecting on the needs of the schools, Title I services have places a heavy emphasis on Science Technology Engineering and Mathematics (STEM) and the arts. Seven of the schoolwide programs have employed seven Title I Resource teachers to serve all students through the schoolwide program. The intent of the services provided is enhance background knowledge, vocabulary, and experiences. This is to help reduce the number of students performing below grade level. There also has been an Art teacher and music teacher at two schools to create more cultural experiences for those students in those schools. Also, two schools have chosen to employ two behavior support teachers to assist with students social and emotional needs. For the current year, the following programs will be implemented as schoolwide programs.

- Loachapoka High School
- Loachapoka Elementary School
- Beulah Elementary School
- Beauregard Elementary School
- Sanford Middle School
- South Smiths Station Elementary School
- East Smiths Station Elementary School
- Wacoochee Elementary School
- West Smiths Station Elementary School

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

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


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COORDINATES WITH THE STUDENT SERVICES COORDINATOR, THE SCHOOL SOCIAL WORKER, FAMILY AND CHILDREN SERVICES AND OTHER AGENCIES TO identify homeless children. The Title I department works with the coordinator for the homeless to assess related needs of the homeless children and youths and to plan strategies to meet those needs. Case study information is used to identify related needs such as a need for personal school supplies or clothing. To identify educational needs of the homeless children Lee County Schools uses diagnostic assessments such as DIBELS, DRA, benchmark assessments (OAS), and possibly, the WAPT. State mandated assessments might also be utilized. The educational needs of the children are provided through local, state and federal funding in the buildings where the children are housed. The Lee County School System includes the parent in this process, as the parent is vital to the success of a student and can provide essential feedback concerning needs that may or homeless children, on-going training will be held for clerical registrars, county/school administrators, and school faculties to ensure that they know how to identify students who may be homeless. Topics covered will be identification, communication, registration and enrollment, documentation and providing support and assistance. Lee County School's social worker visits each school to inform administrators, registrars, and guidance counselors of the definitions of homeless children and youth. Lee County system level personnel work with the school counselors in the registration process to identify homeless children. In addition, teachers and staff are trained annually to identify possible homeless students and the reporting process within the school district. The LEA coordinates with the student services coordinator, the school social worker, family and children services and other agencies to identify homeless children.

The Title I department works with the coordinator for the homeless to assess related needs of the homeless children and youths and to plan strategies to meet those needs. Case study information is used to identify related needs such as a need for personal school supplies or clothing. To identify educational needs of the homeless children Lee County Schools uses diagnostic assessments such as DIBELS, DRA, benchmark assessments (OAS), and possibly, the WAPT. State mandated assessments might also be utilized. The educational needs of the children are provided through local, state and federal funding in the buildings where the children are housed. The Lee County School System includes the parent in this process, as the parent is vital to the success of a student and can provide essential feedback concerning needs that may or assessments might also be utilized. The educational needs of the children are provided through local, state and federal funding in the buildings where the children are housed. The Lee County School System includes the parent in this process, as the parent is vital to the success of a student and can provide essential feedback concerning needs that may or assessments might also be utilized. The educational needs of the children are provided through local, state and federal funding in the buildings where the children are housed. The Lee County School System includes the parent in this process, as the parent is vital to the success of a student and can provide essential feedback concerning needs that may or homeless children, on-going training will be held for clerical registrars, county/school administrators, and school faculties to ensure that they know how to identify students who may be homeless. Topics covered will be identification, communication, registration and enrollment, documentation and providing support and assistance.

### 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





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### 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.

Target assistance does not apply to any LCS. We have a referral process in which any of the above stakeholders can participate. After a child is identified, an evaluation takes place to determine if services are needed.

### 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.

Lee County Schools (LCS) has a comprehensive guidance plan. Each student is allowed the opportunity to pursue career interest inventories, and these are used to develop a four-year plan. This plan is a working document that is used to guide students and families through annual course selection. Student interest, performance, and ability are used as factors to determine an academic pathway for each student. LCS offers students in all schools the opportunity to become college and/or career ready upon completion of high school.

### 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.

All secondary schools in Lee County are served by a career coach in addition to the school guidance counselors. Students are awarded the opportunity to participate in AP courses at all high schools, as well as dual enrollment opportunities with two junior colleges in our geographic area. As a part of the career technical education programs, students have the opportunity to earn a career readiness credential that is recognized by the respective fields of work.

### 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)


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emergency food relief via the parent liaison.

-LES partners with the AU Student Association for Mentoring to offer weekly mentoring for students who've been identified as at-risk for behavior infractions.

-The IEP team determines appropriate discipline and behavioral interventions in order to meet the unique individual needs of each student, in the least restrictive environment, in order to receive a free appropriate public education. The IEP team utilizes functional behavior assessments, behavior intervention plans, the use of manifestation determinations, and related services (Board Certified Behavior Analysts, etc.) to ensure students have access to, participate in, and benefit from educational services.

### 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.

Career technical course offerings are examined annually by the CTE Advisory Council. Our programs are designed to reflect the needs of the east Alabama workforce development demands. High or higher demand occupations have been coordinated into our program offerings. We have within the past five years both closed or transitioned some programs to offer more high demand areas, while also continually supporting others are have remained consistent in our geographic area.

### 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.

All secondary schools in Lee County are served by a career coach in addition to the school guidance counselors. Students are awarded the opportunity to participate in AP courses at all high schools, as well as dual enrollment opportunities with two junior colleges in our geographic area. As a part of the career technical education programs, students have the opportunity to earn a career readiness credential that is recognized by the respective fields of work.

### 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.





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### 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.

Lee County Schools will allocate funds to enhance library program with books, materials, and technology only after all Library enhancement funds have been allocated.. Each media specialist will provide open flex times in order for students to use the technology before and after school.

### 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).

Lee County Schools will take the following actions to involve parents in the joint development of its districtwide parental involvement plan and LEA Consolidated Plan under section 1112 of the ESSA:

- Establish a district level committee including representation from all Title I schools.
- Conduct an annual meeting to review and revise the current district level parent plan and the LEA Consolidated Plan.
- Maintain written documentation reflecting parent input.

Lee County Schools will involve parents and family members in the development of the plans for Title I funds. Parent involvement is continuous and ongoing. Parents are active participants in all Title I planning sessions for the district level parental plan and the LEA Consolidated Plan and are invited to attend all meetings.



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...are encouraged to give input annually into the school-to-home compact and the revision of the school parent plan, the system parent plan, and the LEA Consolidated Plan. Annual Title I parent meetings are conducted at each Title I school. The LEA provides training as needed for parents.

### 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.

Our annual Title I Parent Survey helps local schools identify the level of engagement between families and school personnel and teachers. In particular, the LEA and local schools use the following question responses in order to develop parent involvement and curriculum opportunities.

- I know what my child should know and be able to do in reading and/or mathematics for the grade he/she is in.
- I understand my child's report cards and test scores.

The above questions are reviewed locally and by the LEA in order to meet these needs. Specifically, our LEA addresses the expressed needs of parents by developing local school Title I plans that include meeting these needs. Instructional teams



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- Alabama Continuous Improvement Plan (ACIP) program with instructions and requirements for planning and implementing effective parental involvement activities
- Provide Title I, Part A schools with a copy of book entitled: Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs
- Designate and Support a Parental Involvement designee at Title I, Part A Schools
- Provide resources for parent use: books, videos, games, materials for Make-and-Take, etc.
- Support the development of Parent Resource Centers at Title I, Part A schools made available during the school day, through the extended day program and summer programs
- School/Parent Compact

### 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.

Lee County Schools will coordinate and integrate parent and family engagement strategies with other relevant laws and programs. Lee County Schools will make provisions for schools to include parents as team members to review the instructional plan of each grade level during a Curriculum Night. Parents are included in the system ACIP Planning Committee. Lee County Schools will also conduct an annual meeting which provides an overview of assessment data and the performance of each Title I school.

### 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)

Lee County Schools will take the following actions to conduct, with the engagement of parents/families, an annual evaluation of the content and effectiveness of this Parent/Family Engagement Plan in improving the quality of its Title I, Part A schools. The school district will use the findings of the evaluation about its Parent/Family Engagement Plan and activities to design strategies to improve effective Parent/Family Engagement, to remove barriers to parent/family participation, and to revise, if necessary (and with the involvement of parents/families) its Parent/Family Engagement Plan. The review will be conducted through evaluation forms provided at parent/family meetings, as well as our district family meeting in the fall. Comments by all





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WEEK BEFORE SCHOOL BEGINS TO ALLOW PARENTS TO COME WITH THEIR CHILD TO MEET WITH TEACHERS AND STAFF (BUS UNITS, TUTORING LADIES, MAIDS, AND JANITORS), VISIT CLASSROOMS, AND TOUR THE SCHOOL. STUDENT LED CONFERENCES. PARENT/TEACHER CONFERENCE DAYS WILL BE SCHEDULED THROUGHOUT THE SCHOOL YEAR. STUDENT PRESENTATION ACTIVITIES (SCIENCE FAIR, ART FAIR, PTO PROGRAMS) WILL BE HELD IN THE FALL AND SPRING. PARENTS WILL ALSO PARTICIPATE IN THE ANNUAL PARENT INVOLVEMENT SURVEY/EVALUATION OF THE CURRENT YEAR PROGRAM. PARENT/TEACHER CONFERENCES WILL BE HELD ON AN AS NEEDED CONCERNING EACH INDIVIDUAL CHILD.

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

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

In our annual evaluation of parent and family engagement, we strategically review the data as a district and with local schools in order to identify the needs of parents and family members in assisting with the learning of their parents to build their own skills and deepen knowledge. Across our district, we provide training and workshops that model for parents how to support reading and math skills for students. Regular communication with families is strategic and ongoing to ensure more effective parental involvement. As an LEA, we communicate regularly with our stakeholders through social media and media outreach to ensure that parents know that schools welcome and encourage their involvement. At the local level, our schools reiterate this desire through regular communication and open-door policies. The LEA publicizes events early and often using multiple methods including websites, social media, marquees, and call outs. We make every effort to accommodate working parent schedules.

(iii) strategies to support successful school and family interactions

Lee County Schools will invite all parents to an annual meeting to evaluate the content and effectiveness of the District Wide Parent Involvement Plan. Parents will be surveyed annually to determine if Parental Involvement needs are met at the school and district level. The LEA will consider written surveys and parents' verbal input before developing and planning future parent involvement activities.

Lee County Schools will invite all parents to an annual meeting to evaluate the content and effectiveness of the District Wide Parent Involvement Plan. Parents will be surveyed annually to determine if Parental Involvement needs are met at the school



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school.

Lee County School District will, with the assistance of its schools and parents, educate all stakeholders, in:

1. how to reach out to, communicate with, and work with parents as equal partners;
2. the value and utility of contributions of parents and families;
3. how to implement and coordinate parent and family programs;
4. how to build ties between parents/families and schools.

This will be done through the following:

- Providing training for school employees through annual training letter
- Engaging parents in quarterly Action Team for Partnerships (ATP) meetings
- Making the Family Resource Center available to all parents (Business Hours-8 A.M. – 4 P. M.)
- Working with schools during Meet and Greets, Open House, or Parent Orientations

### 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.

Lee County Schools will have a district Action Team for Partnerships (ATP) that consists of the Mental Health Coordinator (Social Worker), Assistant Superintendent /Title I Director,, and two parents from each of the schools (Title I and Non-Title I). During the annual District ATP meeting held in early fall, the district will develop or revise the District Parent/Family Engagement Plan utilizing suggestions and ideas to improve from all stakeholders. Letters will be sent to all participants informing them about the meeting date, place, and time. An announcement will be also posted on the Lee County webpage. All feedback from stakeholders will be included in the plan for this year. The district plan will be posted on the District website and in each school's handbook as well as being made available at the Title I Parent Resource Center.

### 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.

Lee County Schools will provide opportunities for parents/families to become involved in the decision-making at the school level on how the parent/family engagement programs will be designed, implemented, assessed, and strengthened through meaningful consultation. Partnerships will continue at each school and include administrators, teachers, paraprofessionals,



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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.

Lee County will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Parent/Family Engagement activities that are an intentional connection to learning in order to improve student academic achievement and school performance:

- Parent Meetings to assist parents/families in understanding State academic content standards, accountability system, academic assessments, and monitoring their children's progress
- School Counselors –responsible for Family Resource Center and Take Home activities
- Literacy Intervention Strategies
- Family Reading/Math/Science/Technology Activities , Student Led Conferences Its Learning
- Materials and training on strategies from Reading First
- Materials and training on strategies to improve areas of DIBELS, ACT with Writing, Scantron Performance Series.
- Materials and training on the Lee County Schools system-wide webpage and Powerschools STI/Home
- Materials and training on general strategies to help improve achievement
- Materials and training on general ways parents can be more involved in their child's school experiences

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.

Engaging parents in quarterly meetings:

- Making the Family Resource Center available to all parents (Business Hours-8 A.M. – 4 P. M.)
- Working with schools during Meet and Greets, Open House, or Parent Orientation

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.

Lee County Schools will with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach, communicate, and work with parents as equal partners, in the value and utility of parent contribution and in how to implement and coordinate parent programs and build ties between parents and schools. Lee County Schools will provide materials and facilities to train parents, teachers, pupil services personnel, principals, and staff to work with each other and work with parents as equal partners. Meetings will be arranged at a variety of times, such as in the mornings and evenings in order to maximize the opportunity for parents to participate in school activities. Parents may be





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as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Parental involvement is facilitated through the use of translators/interpreters at school events and for written communication between school and home, and the use of the TransACT program for various written notifications. Schools also refer parents/families to various programs available in the local communities. Below is a non-exhaustive list of community resources:

- Lee County Health Department
- Southern Union Community College
- oESL classes
- o Adult education classes
- Auburn Public Library
- Auburn University – Foreign Language Dept.
- All information will be translated in native language for any parent whose child qualifies under our system's ESL/ELL program (optional for parents of students who list a language other than English as the primary language spoken in the home but have children who do not qualify for ESL/ELL services)
- Lee County Schools system wide and school webpage designs

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.

Lee County Schools Title I will also provide a district Title I webpage linked to the LCS District Website that will contain resources and materials to help parents/families work with their children at home. Copies of needed materials will be made available at all Title I schools for those families who may have limited internet access. Lee County also uses TransACT to help translate in the family's home language.

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

Lee County Schools in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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.

Lee County Schools in consultation with its parents, chooses to undertake the responsibility to build parents' capacity for involvement in the school and school system to support their children's academic achievement providing other reasonable



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agency has exhausted all other reasonably available sources of funding for such training.

Lee County Schools will provide funds for literacy training if all other sources are exhausted. The literacy training needs of parents will be determined through school surveys and observations. Every effort will be made to respond to literacy training needs.

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.

Lee County Schools will make every effort to pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. Schools may use their Title I Parent Engagement funds to contract for transportation and childcare if needed. School employees may also volunteer to supervise students during parent training or meetings, and our district social workers may assist with transportation for families if needed.

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

Lee County Schools will provide training for parents in order to promote and enhance the involvement of other parents. Lee County Schools will host a Summer Leadership Academy for all local school parent groups to provide training for parents on the importance of involvement, promotion of volunteerism, conflict mediation, communication, community engagement, and fundraising. Lee County school counselors, mental health coordinator, and administration will provide the training.

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.

Parent meetings will be offered at various times throughout the day to accommodate varying schedules of parents. Meetings will be held during school and after school. If needed, in-home conferences will be scheduled, but teachers must be accompanied by administrators. Furthermore, lack of transportation oftentimes keeps parents from attending school activities. Holding a parent meeting/school event within the community allows parents to be closer to the event, minimizing transportation issues. Also, parents who are uncomfortable attending school functions held at school facilities may feel more comfortable attending a school function held at a familiar location within their own community. Therefore, all schools are required to hold a minimum of one parent meeting/ school event at a community location, outside of regular school hours.



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•Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.

•Engage families in school planning, leadership and meaningful volunteer opportunities.

•Connect students and families to community resources that strengthen and support students' learning and well-being

LEA and school staff will develop strategies for each of these categories, implement the strategies as intended, and revise the plan as needed to best meet the needs of stakeholders.

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.

Lee County Schools will establish a Parent Advisory Committee to provide advice on all matters related to parental involvement throughout the Title I program. The committee will meet quarterly to discuss both school and district parent and family engagement activities and to discuss revisions needed to the parent and family engagement policy. Members of the Parent Advisory Committee will be comprised of parents and family members from all participating Title I schools and will adequately represent the needs of the population to be served. The district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and when applicable, parents of migratory children.

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

Lee County Schools will collaborate with public institutions whose mission is to deliver educational services in order to provide learning opportunities for parents and their children. The mission is to engage parents in the schools through partnerships in order to help improve the overall education of all students. Lee County Schools partners with Auburn University, Southern Union State Community College, Chattahoochee Valley Community College, Tuskegee University, and Troy in order to assist parents with higher education processes. Schools will collaborate with public agencies in order to offer parents opportunities to support their children through mental health, educational and social services. Examples of such collaborations are East Alabama Mental Health, who offers school-based counseling services.. Schools may engage parents more effectively by making connections through these collaborations. Schools will collaborate with local non-profit organizations and faith-based organizations that provide services to parents and children in the community. There are multiple local foundations that provide food, educational services and other supports for families through collaboration with schools. In addition, a number of faith-based organizations actively engage parents and children, through their partnerships with schools, in providing tutoring services, meals and other supports to parents. Some of these programs are designed to address the specific needs of





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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.

Lee County Schools and each Title I school, will provide opportunities for the engagement of all parents and family members. Provisions will be made for informed participation of parents and family members with limited English proficiency, disabilities, and parents of migratory children, as practicable. District and school staff will collaborate with parents to research evidence-based strategies for more parental involvement that is meaningful to all parents. The Action Team for Partnerships will revise the plan annually and replace strategies that are not working with more evidenced based strategies.

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

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 an agenda and sign-in sheet from a Family and Parent Engagement Advisory Committee meeting held in August 24, 2022. The school district will distribute this policy to all parents of participating Title I, Part A children on or before August 24, 2022.

Dr. Robert B. Hunter

Assistant Superintendent / Federal Programs Director

James E. McCoy 8/24/2022

PLAN APPROVED BY (Person or Entity)

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

09/30/2022

PLAN APPROVED BY (Person or Entity)

Dr. Brad Hunter

DATE OF APPROVAL

08/27/2022

### Parents Right-to-Know Required Information

(1) INFORMATION FOR PARENTS



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

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

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

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

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

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

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

### Assurances

#### LEA Consolidated Plan Assurances

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

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

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 11117, and timely and meaningful consultation with private school officials regarding such services

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

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

(5) collaborate with the State or local child welfare agency to



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(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if-
(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
(II) the local educational agency agrees to pay for the cost of such transportation; or
(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation
(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification
(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))