

Hartselle City
Schools LEA Title I
Plan 2015-2016



HARTSELLE
CITY SCHOOLS

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Hartselle City Schools
LEA Title I Plan 2015-2016

The LEA Title I Plan is reviewed and revised each year by the LEA Advisory Council. The LEA Advisory Council is comprised of central office personnel, principals/teachers, parents, and community leaders. The revision shall be based on the change in yearly data and student needs. A component of the Title I Plan is the consolidated application which is submitted to the State Department of Education through E-Gap yearly. Once the revisions are made based upon the recommendations of the LEA Advisory Council, the plan is presented to the Superintendent for approval. The LEA Title I Plan is available for public review at the Central Office, on the Hartselle City Schools website, and at each of the Title I Schools. The plan will also be interpreted for parents who speak other languages as deemed appropriate.

Hartselle City Schools LEA Title I Plan 2015-2016

A. A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under Section 1111(b)(3) used by the LEA and schools?

In an effort to monitor student progress toward meeting the state's challenging academic content standards, the Hartselle City School System engages in the use of various assessment measures. The assessment measure include:

1. Global Scholar- computer adaptive tests continually adjust the difficulty of each child's test by choosing each test questions based on the child's previous response. Students are assessed three times during the school year. The assessment are used to assist in diagnosing, teaching, and leaning in the classroom to best enable all students (including Title I students to be successful while assessing the general cubiculum).

a. To determine success of children served under this part in meeting the State student academic achievement standards

The before-mentioned assessment (Global Scholar) is used in addition to the state- mandated tests (ACT, ACT Aspire) to gauge student progress toward mastery of the state academic achievement standards. These assessments provide teachers with valuable information that is needed to inform and guide instruction.

b. To provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in Section 1111 (b)(1)(D)ii

The additional assessments that are administered to students in the Hartselle City School System is done in an effort to provide teachers, parents, and students with quantitative data. The data is used by teachers to help guide instructional decisions. The information is shared with parents and students to identify academic strengths, as well as areas in need of improvement. Parents and students alike are encouraged to use the data garnered from the assessments to outline a strategic plan of action to address areas of concern through increased study and/or tutorial sessions.

c. To assist in diagnosis, teaching, and learning in the classroom in ways that best enables low-achieving children served under this part to meet state student academic achievement standards and do well in the local curriculum.

The data gleaned from the assessments are used for a variety of purposes. Some of these include, but are not limited: instructional reform with relation to "how" concepts were taught, small group coordination for instructional delivery of particular skills/concepts, and/or the acceleration of instruction. These strategies are implemented in an effort to allow ALL children, but particularly the low achieving children, to master the state content standards and the local curriculum which is undergirded by the College and Career Readiness Standards.

- d. To determine what revisions are needed to projects under this part so that such children meet the state student academic achievement standards.**

Based upon the information revealed from the assessments, intervention strategies are implemented to help children meet the state academic achievement standards. Intervention strategies include, but are not limited to:

1. Small group instruction
2. Peer tutoring
3. One-on-one instruction
4. Cooperative learning
5. Think-Pair-Share
6. Response to Instruction (RTI) Model in reading and math

Moreover, instructional delivery is tailored to accommodate a variety of learning styles, thus, maximizing the potential for academic success.

- e. To identify effectively students who may be at-risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under Section 1208**

Through the use of Global Scholar assessments, and various other diagnostic screening devices, students are identified for intervention in a timely manner.

Reading deficiencies are defined and acted upon. The regular classroom teacher as well as the Instructional Partner and/or instructional support teachers work in concert to help students who have been identified for being at-risk of reading failure. The RTI Model is used to target those students in need of explicit intervention in reading. Several programs are used based on specific reading interferences. The FAST FORWARD Program is used exclusively for Special Education students who are at-risk of failing in the area of reading.

- B. A description of any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in such section:**

It is paramount that teachers collaborate on a regular basis with regards to student achievement. Hartselle City Schools System strongly encourages any teacher (special education, general education, English as a Second Language (ESL) instructional support etc.) to collaborate through grade level meetings, data meetings, shared teaching experiences, and coaching cycles between the reading and/or math.

Any educator who is responsible for teaching students should collaborate about student progress and the attainment of the state's academic achievement standards. Professional Learning Communities (PLC) are an integral part of our success in elevating student achievement.

The use of grade level meetings, cross-grade level meetings, vertical meetings, departmental meetings and data meetings provide the venue to have professional dialogue among educators who are entrusted to work with students in the Hartselle City School System. The development of "Action Plans" and "Next Steps" that are based on the information revealed during the grade level, cross-grade level, and/or data meetings are an integral part of the process.

C. A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the state's challenging student academic achievement standards

The LEA instructional team consisting of the Superintendent, Director of Teaching and Learning/Federal Programs Director, Coordinator of Curriculum and Professional Development and other administrative team members as deemed appropriate conducts district-wide data meetings with local school principals and/or local school improvement teams to further analyze data, identify trends in the academic performance of students, and/or provide support to local school principals as they execute action plans to help ALL students meet the state's challenging achievement standards, but especially those students who are at-risk of NOT meeting the state's achievement standards. Moreover, through on-going, high-quality professional development opportunities, teachers continue to hone their skills, thus, helping them meet the needs of individual students. Instructional support teachers are also at Title I schools to provide intensive and strategic intervention to students who are most at-risk.

The LEA instructional team also monitors the Continuous Improvement Plans at the schools. Assistance is given to individual schools as deemed appropriate. Special education services are rendered as dictated by Individual Educational Plans (IEPs). Retired educators have also been hired to tutor students at some of our high- needs schools. Each school has a team that meets regularly to discuss and identify ways to remove barriers to student learning and teaching.

In addition, the RTI Model has been implemented to work with students who are at-risk of failing in reading and/or mathematics. There are several reading intervention programs being employed based on specific deficiencies (Tier 3 intervention component of Reading Street.). The Tier 3 Component of Go Math! is being used as the intervention program for math instruction.

D. A description of the strategies the LEA will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff, in accordance with Section 1118 and 1119

Title II provides professional development opportunities for teachers, principals, other administrative members. Some of the professional development opportunities include, but are not limited to: MDC and LDC training via the Southeastern Regional Education Board, book studies, reading, writing, and math consultants are also supported by Title

II funding. All of the schools in the Hartselle City School System (grades Pre-K-8) are part of the Alabama Reading Initiative (ARI). As a result, the usage of "best practices" for teaching reading is paramount.

Title II funding supports on-going, high-quality professional development opportunities for teachers in the area of reading. In addition, Title I funds are coordinated with Title II funds to extend, supplement, and enrich the professional development opportunities afforded to teachers, principals, and other administrative personnel. Title I funds are also used to purchase additional materials and resources in an effort to maximize the strategies learned from professional development sessions, thus creating the propensity for increased student learning.

In the area of mathematics, elementary schools implement the Go Math! Initiative and the Alabama Math, Science, and Technology Initiative (AMSTI) which are inquiry-based/self-discovery approaches to teaching mathematics. Students are encouraged to think critically, problem-solve, collect and analyze data, and truly "make sense" of mathematics, science, and/or technology. This initiative is supported by Title II funds which provide the impetus for on-going, high-quality professional development opportunities. Title I funds are coordinated with Title II funds to extend, enrich, and supplement the initiative via consultants, materials and supplies. Title I monies are used above and beyond what is normally offered by the school system to eligible Title I schools

E. A description of how the LEA will coordinate and integrate services provided under this part with other educational services at the LEA or individual school level, including a description of the inclusion of other programs:

- *Such As Even Start, Head Start, Reading First, and other preschool programs, including plans for the transition of participants in such programs*
- *Such as services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII homeless children, and immigrant children*

Section 1112(b) (E)

Preschool/Prekindergarten

Hartselle City Schools System does not have an Even Start or Reading First Program at this time. However, we do have Office of School Readiness (OSR) Pre-Kindergarten Programs in two of our Title I elementary schools as well as the Hartselle City Schools System actively collaborates with the Head Start Program that is facilitated by the Community Action Agency of Morgan County. The IDEA Preschool provides interaction between disabled students and typical peers on one elementary Title I campus.

Head Start Program

The Hartselle City School System collaborates with the Community Action Agency of

Morgan County to coordinate services with the Head Start Program. Each class has approximately 20 students with a teacher and an aide on staff. The Community Action liaison works with the local school principals and the Federal Programs Supervisor to integrate Head Start students into the regular school environment by:

- a. Notifying the Head Start liaison of kindergarten registration and providing registration materials as deemed appropriate
- b. Allowing Head Start students to tour the school facilities prior to entering kindergarten
- c. Coordinating the transfer of student information from Head Start to local school officials
- d. When possible send a representative to the Interagency Transition meeting to help assess transition project success
- e. Be available for dialogue with Head Start Transition staff

Limited English Proficient (LEP) Students

The English as a Second Language (ESL) Program allows the English Learners (ELs) aides to work in small groups daily to provide intensive and strategic instruction that mirrors the academics being espoused in the general education classroom as much as deemed appropriate. Students who are new to the system are tested using the WAPT screener if the home language survey indicates a language spoken in the home other than English. The ACCESS test is given on an annual basis and measures student growth. The parent, EL teacher, general education teacher, and the principal develop an Individual Service Plan (ISP) for each EL student that addresses their educational needs.

Children with Disabilities

Special education teachers use a variety of instruction to meet Individual Educational Program (IEP) goals and to assess student progress. These teachers work as a collective group to ensure that legal requirements are met and the needs of the student take precedence. Special education and general education teachers work in concert to meet the needs of all children with various exceptionalities and comply with the Individuals with Disabilities Act (IDEA) regulations that deal with exceptional students through mainstreaming, inclusion, and collaboration. Special education students are also provided services through a Special Education Summer Program in collaboration with the Association of Retarded Citizens of Morgan County and Hartselle City Schools IDEA funding.

Theme-based activities derived from the student's IEP's are carried out for a variety of exceptionalities. The Hartselle High School IRC faculty collaborates with the Crestline Elementary faculty to make this program successful for all students.

Migrant

The Hartselle City School System Federal Programs Supervisor works collaboratively with

the State Migrant Coordinator to ensure that migrant students are documented and receive appropriate services. Employment surveys are sent to the Central Office where they are housed and given to the State Migrant Coordinator.

Neglected and/or Delinquent

At this time, Hartselle City Schools does not have any neglected nor delinquent students. If they enroll in our system, they will receive any services that they are eligible to receive.

Homeless Children and Youth

The Hartselle City Schools Federal Program Director, school personnel, and members of other community agencies work collaboratively to meet the needs of homeless children and youth. Interviews are conducted by the liaison with the client(s) in order to determine specific individual or family needs. Prompt assistance will be given to homeless children based on identified needs. Services provided will include provisions for education, shelter and food, medicine, educational field trips, dental and mental health care, transportation, clothing and personal items as well as other provisions or services as deemed appropriate.

Referring sources will include: principals, counselors, teachers, nurses, the school system's Director of Teaching and Learning, the Housing Authority, the school system's School Operations and Safety Supervisor, the local police department, Salvation Army, Homeless Coalition, Crisis Services of North Alabama, and the Juvenile Probation Officer and any others who become aware of a person in a homeless situation. Referrals to appropriate community agencies will be made as necessary. Collaboration between the Education for Homeless Children and Youth Program and other Federal Programs (i.e. Title I, English as a Second Language, Parent and Children Together Program, Head Start, Migrant, and Drug Free Schools and Communities) will also be utilized to ensure quality services to children and youth.

F. An assurance that the local education agency will participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and math carried out under Section 411(b)(2) of the National Education Statistics Act of 1994

Hartselle City Schools System will participate in the NAEP for grades 4 as requested.

G. A description of the poverty criteria that will be used to select school attendance areas under Section 1113

Hartselle City Schools will use the 20 day attendance report for school enrollment and the number of free/reduced students at each school. When those numbers have been obtained, an average of the percentage of free/reduced students will be taken; any school that has an average greater than the system average will be eligible for federal program assistance.

H. A description of how teachers, in consultation with parents, administrators,

and pupil services personnel, in targeted assistance schools under Section 1115, will identify the eligible children most in need of services under this part:

Hartselle City Schools does not have any Targeted Assistance Programs. All Title I Programs are School-Wide. However, in the event a Targeted Assistance Program is enacted, the following will be the protocol:

A student is eligible to receive Title I services in a Targeted Assistance Program if the school identifies the student as "failing" or most at-risk of failing to meet the state's student academic achievement standards. Through meetings with parents and other appropriate school personnel, the determination to serve students in a Targeted Assistance Program is based on multiple, educationally-related objective criteria established by the LEA and supplemented by the local school. A Multiple Criteria Selection Form is completed for each student and a cut-off score is established. Students are selected to receive services based on this criteria and where they fall in relation to the cut-score. Students are served by a Title I Reading and Math teacher.

Title I services provided for eligible students in a Targeted Assistance Program is supplementary to the General Education Program. Services usually consist of extra, intensive instruction in reading/language arts and mathematics for children who have been identified through the selection process and who are experiencing difficulty and are at-risk of failing.

I. A general description of the nature of the programs to be conducted by such agency's schools under the Sections 1114 and 1115 and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected or delinquent children in community day school programs:

Hartselle City Schools submits annually to the State Department of Education the requested information. At this time Hartselle City Schools does not provide Title I services to children residing in institutions for N&D children. If they enroll in Hartselle City Schools, they will receive any services that they are eligible to receive.

Schoolwide Program Alabama Reading Initiative

The Alabama Reading Initiative is a K-12 comprehensive strategy to bring the best research on reading instruction and the best teaching practices to classrooms in Alabama. The primary method is intensive, research-based professional development for teachers. The Alabama Reading Initiative is targeted on three fronts:

- *Strengthening reading instruction in the early grades;
- *Continuously expanding all students' reading power and comprehension levels;
- * Intervening effectively with struggling readers.

ARI's balanced approach to reading instruction requires a highly skilled teacher. It builds teachers' capacities by giving them access to the latest research, many practical demonstration lessons, and ongoing support. Every elementary and middle school in the Decatur City Schools system is a part of the Alabama Reading Initiative.

Alabama Math Science Technology Initiative (AMSTI)

AMSTI is an Alabama Department of Education initiative to improve math and science education across the state. It provides students with well-trained teachers and the equipment, materials, and resources needed for hands-on, activity-based math and science education.

Research indicates that having students actively engaged in hands-on, problem-solving, activities is the best way to foster learning. These experiences help prepare students for success in postsecondary studies and the workforce. All middle schools in the Decatur School System are involved in this program.

Math Consultants

The Math Consultant helps teachers learn new student-centered teaching methods that provide the opportunity for all students to understand and use the mathematics needed in the new millennium.

Whatever the activity, students are always striving to understand mathematics and be able to apply what they have learned in school or in daily living. Hence, the key differences in math classes in schools are the following:

1. Students are actively engaged in the process of learning math;
2. Teaching is centered on challenging problems;
3. Students use tools and objects to model problems;
4. Students justify their thinking; and
5. Students learn math concepts, not just memorize procedure.

GO Math! was specifically written to provide thorough coverage of the CCRS with an emphasis on depth of instruction. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum. These efforts are apparent in the ways lessons begin with context-based situations and progress toward more abstract problems. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts presented in the Student Editions, and sample questions provided in the Teacher Editions. The program is designed so that teachers can easily create the environments necessary for teaching the Common Core State Standards for Mathematics with depth without having to develop new materials.

Pre-Kindergarten Program

Purpose: The purpose of the pre-kindergarten program is to provide economically disadvantaged students with readiness skills that will enable them to be successful at the next developmental level. Each day teachers read literature selections, focusing on the unit themes. Teachers can use the observational assessments included in the program for tracking children's progress throughout the program. A parental involvement component is included to help make the classroom/home reading connection. Teachers use the Alabama Performance Standards for Pre-school children to help guide instruction.

Additional Features:

- Research-based instruction and activities to teach the basics of literacy and literacy assessment.
- Big Books for shared reading and book and print awareness.
- Authentic trade book literature selections.
- Letter recognition activities.
- Engaging child-centered activities in all parts of the lessons. Developmentally-appropriate writing activities.
- Across the Curriculum connections in each lesson promote learning in other curriculum areas.

Parent Involvement

Purpose: The purpose of the Parent Involvement Program is to enhance and support family education services for families throughout the city of Hartselle.

Description: The program consists of workshops for parents, and monthly in-service for parents and school personnel. The Parent Involvement Director serves as a liaison between all Title I schools and parenting programs. Parents are actively involved in the formation of the Parent Involvement Policy that is annually reviewed/revised. Services/Activities Available:

- Parenting “Places” within schools
- Workshops
- Seminars
- Instructional materials/communications

Homeless/Social Services

Purpose: To ensure that children who do not have a fixed, regular, and adequate nighttime residence are not denied educational services.

Description: The homeless liaison, school personnel, and members of other community agencies will work collaboratively to meet the needs of homeless children and youth. Interviews with the client will be conducted by the liaison in order to determine specific individual or family needs. Prompt assistance will be given to homeless children based on identified needs.

Services/Activities Available:

- education
- shelter and food
- medical, dental, and mental health care
- educational field trips
- transportation

- clothing and personal items
- other provisions or services as needed

Migrant Education

Purpose: The purpose of the Migrant Education program is to provide migratory children and youth with appropriate educational and supportive services and ensure that they meet challenging state content standards to prepare them for post-secondary education and employment.

Description: The Migrant Education program provides supplementary educational services for migratory children of migratory agricultural workers (including agricultural dairy workers) and migratory fishermen. A migratory child is defined as one who is, or whose parent, spouse or guardian is a migratory worker, including a migratory dairy worker.

Services/Activities Available:

- Preschool program (age 3)
- Reading/Language Arts/Mathematics instruction/English as a Second Language
- Extended Day Services
- Parenting services
- Health services-Eyeglasses/Dental
- Home visits

English as a Second Language (ESL Program)

Hartselle City Schools recognizes that within the district there are students who have a primary language other than English. The goal of the English as a Second Language (ESL) program is to have each student become proficient in the use of the English language, however, not to replace the student's primary language. Accordingly, the Board of Education authorizes the Superintendent or his designee to take affirmative steps to enable students to overcome language barriers in the classroom. These affirmative steps include identification, assessment, appropriate services, and monitoring.

Purpose of Program: English as a Second Language (ESL) shall be taught to enable English learners (ELs) to become competent in the comprehension, speaking, reading and writing of the English language. The program shall emphasize mastery of English language skills and content area concepts and skills so students are able to participate effectively in the regular academic program and to reach their full potential.

Credit Recovery/Credit Intervention

In accordance with the guidelines of the Alabama Department of Education, the Hartselle City School System will offer students who have received failing grades in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course. Such students must meet eligibility requirements to apply.

Response to Instruction (RTI)

RTI is a method of academic intervention used in the state of Alabama and Hartselle City School System respectively, which is designed to provide early, effective assistance to children who are having difficulty learning. Response to instruction was also designed to function as one part of a data-based process of identifying learning disabilities. This method can be used at the group and individual level. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.

Special Education Program

Academic/Behavioral Services are provided for students who have been identified as needing extra help. An Individual Education Program (IEP) is designed for such students.

Neglected Students

The Hartselle City School System does not have any Neglected and/or Delinquent students at this time. If they enroll in the system, they will receive services.

J. A description of how the LEA will 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:

Qualifications for Eligibility:

A migrant student can be any nationality or race. Below are standards that must be met:

1. Child must have moved from one system to another
2. Child must move with or join a parent or guardian who has made the move to search for and secure jobs in timbering, fishing, and agriculture

Several types of moves are acceptable: the move can be from another country (such as Mexico); the move can be from another state (such as from Texas to Alabama); the move can be from one system to another (such as from Morgan County to Hartselle City- since the move was across system lines). A child is eligible to be served for three years from the date of the qualifying move. This eligibility follows a student even if they move on to another location and parents don't work in a qualifying job in that location. Eligibility is not determined by academic need or by socioeconomic status. It is solely determined by the qualifying move to search for work in certain jobs.

The Hartselle City School System's Federal Programs Coordinator/Director of Teaching and Learning works collaboratively with the State Migrant Coordinator to ensure that migrant students are documented and receive appropriate services. Employment surveys are sent to the Central Office where they are housed and given to the State Migrant Coordinator.

K. A description of how the LEA will use funds under this part to support preschool programs for children, particularly in Early Reading First, or in Head Start or Even Start programs, which services may be provided directly by the LEA or through

other agencies, if appropriate.

Presently Hartselle City Schools does not use Title I funds for Pre-K classes.

L. A description of the actions the LEA will take to assist its low-achieving Schools identified under Section 1116 as in need of improvement

LEA will assist its low-achieving schools through the execution of the goals, strategies, and action steps identified in the electronic ASSIST (ACIP) Plan(s). The LEA will:

- Provide technical assistance as deemed appropriate
- Assist with the review/revision of the electronic ASSIST Plan (ACIP)
- Assist with notifying parents of the schools' (School Improvement Status)
- Host district-wide data meetings with principals to review and analyze formative and summative assessment data and develop strategic plans of action. Assist with orchestrating professional development activities that are inextricably linked to the findings revealed through data analysis
- Encourage the use of a 7-month district-wide Pacing Guide for reading and mathematics based on the College and Career Readiness Standards.
- Assist with walk-throughs in reading and mathematics Effective Learning Environments Observation Tool (ELEOT) and the Hartselle City Schools Educator Effectiveness System.
- Implement extended learning opportunities (i.e. after school)
- Continue to encourage and monitor intervention strategies being espoused at the local school(s)
- Provide Parenting Workshops relative to student achievement
- Assist with providing additional personnel to work with struggling students
- Encourage collaboration among teachers at district grade-level meetings
- Encourage on-going, high-quality, job-embedded professional development activities (i.e. book talks, shared teaching experiences, professional learning communities)
- Encourage instructional reform as deemed appropriate

- Encourage and monitor the use of instructional strategies learned from the Alabama Reading Initiative (ARI), the Math Consultants, the Alabama Math, LDC/MDC by SREB, Science, and Technology Initiative (AMSTI).
- Continue to emphasize to teachers/administrators the importance of the timely identification of students experiencing difficulty and providing appropriate intervention
- Provide the RTI Model for reading and math intervention, behavior, attendance

M. A description of the actions the LEA will take to implement public school choice and supplemental services, consistent with requirements of Section 1116, if appropriate.

Presently, Hartselle City Schools does not have schools in need of choice or assistance under Section 1116. In the event Hartselle City Schools does have a school in need of support based on Section 1116 the system will follow the requirements of the Alabama Accountability Act.

- Provide written notice about the school's **School Improvement** Status and the **School Choice Option** to parents of each student enrolled in the school in a language they can understand.
- The LEA will provide written notice to give them an opportunity to request a transfer prior to August 1 and by March 1 for subsequent request.

1. Failing School

Definition per Section 4(3) of ACT 2013-265: A public K-12 school (i) that is labeled as persistently low-performing by the State Department of Education, in the then most recent United States Department of Education School Improvement Grant application; (ii) that is designated as a failing school by the State Superintendent of Education; or (iii) that does not exclusively serve a special population of students and, until June 1, 2017, has been listed three or more times during the then-most recent six years in the lowest six percent of public K-12 schools on the state standardized assessment in reading and math or, on or after June 1, 2017, has during the then-most recent three years, earned at least one grade of "F" or, during the then-most recent four years, earned at least three grades of "D" on the school grading system developed pursuant to Section 16-6C-2, Code of Alabama 1975.

2. Notification of Choice

Notification to parents of children enrolled in an Alabama public school designated as a failing school or scheduled to enroll in a failing school as defined above will be provided by July 1 of 2013 and January 1 of all subsequent years and such notification will outline the options those parents

may pursue related to School Choice as follows.

- a. Option 1 -The student will remain or enroll in the designated failing school.
- b. Option 2- The student will transfer to a comparable school that is not included on the annual list of failing schools with the same local school system that has available space and is willing to accept the student.
- c. Option 3 -The student will transfer to a comparable school that is not included on the annual list of failing schools within another Alabama local school system that has available space and is willing to accept the student. This option for student transfer may not be utilized if a comparable school that is not included on the list of failing schools within the same local school system has available space and is willing to accept the student.
- d. Option 4 – The student transfers to a qualifying non-public Alabama school that is willing to accept the student.

3. Transfer Process

- a. Parents choosing any of the four applicable options for transfer must complete the required Notice of Transfer and submit to the local superintendent by March 1.
- b. The Notice of Transfer must include verification from the school administrator of the school where the student is transferring.
- c. The parent or legal guardian of a student who transfers from a failing school after March 14, 2013, shall remain eligible for the state income tax credit or educational scholarship until the student completed the highest-grade level that the failing school offered at the time of the transfer.

4. Transportation

- a. Transportation services for students who transfer from a failing school to another non- failing school within the same system remain the responsibility of the local education agency (LEA).
- b. Transportation costs for students who transfer from a failing school to a non-failing school in another LEA or a non-public school become the responsibility of the parent.

5. Student Assessment

Students who transfer from a failing school to a non-failing public or qualifying

non-public school and participate in the tax credit and/or scholarship program must participate in the approved statewide student assessment program or a nationally norm-referenced test that measures comparable content standards in math and language arts for accountability reporting.

6. Students with Disabilities

- a. Students with disabilities who transfer to another non-failing school within the same district remain eligible for services as outlined in the current Individualized Education Plan (IEP).
- b. Students with disabilities who transfer to another non-failing school within another public school system remain eligible for services as outlined in the current Individualized Education Plan (IEP). The receiving LEA may convene an IEP meeting to make any revisions to the IEP based on the needs of the student within the new environment.
- c. Students with disabilities who transfer to a non-public school will be eligible for the services provided to non-public schools contained in the LEA Non-Public School Special Education Services Plan.

7. Qualifying Non-Public School

- a. A qualifying non-public school includes private and church schools providing education services to students and who have either a Certificate of Licensure or a Certificate of Exemption issued by the Alabama State Department of Education.
- b. A qualifying non-public school does not include schools that provide educational services through homeschools or on-line courses.
- c. A qualifying non-public school must meet the requirements to participate in the scholarship program authorized by the *Alabama Accountability Act of 2013, as amended*.
- d. A qualifying non-public school must be accredited by one of the six regional accrediting agencies recognized by the Alabama State Board of Education or meet all of the conditions for a qualifying school provided by the *Alabama Accountability Act of 2013, as amended*.

N.A description of how the LEA will meet the requirements for highly qualified teachers and paraprofessionals in accordance with Section 1119

The LEA is responsible for evaluating the transcripts of its employees based upon the No Child Left Behind guidelines for hiring newly certified and non-certified employees. New teachers must meet the definition of "highly-qualified"

NCLB. Non-certified instructional employees must have two years of educational experience beyond high school or its equivalent.

Teachers who do not meet the definition of "highly qualified", should not be considered for employment. However, in extreme cases, this may be waived with proper notification to appropriate authorities at the Alabama State Department of Education.

The LEA develops a contingency plan with each teacher who is not deemed to be highly qualified. The plan outlines what actions will be taken toward obtaining highly qualified status. The LEA will check periodically and monitor the plan(s) established by the individual.

The LEA has also developed a "Highly Qualified" Plan for the Hartselle City School System. At this time 100% of the core academic teachers are "Highly Qualified."

O. A description of the services the LEA will provide homeless children, including services provided with funds reserved under Section 1113(c)(3)(A)

The McKinney-Vento Act defines homeless children and youth as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are: sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as double-up); living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; abandoned in hospitals; or awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human-beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in any of the circumstances described above. The homeless liaison, school personnel, and members of other community agencies will work collaboratively to meet the needs of homeless children and youth. Interviews will be conducted by the liaison with the client(s) to determine specific individual or family needs. Services provided will include provisions for education, medicine, educational field trips, dental and mental health care, transportation, clothing and personal items, as well as other provisions and emergency services as needed. Referring sources will include: principals, counselors, teachers, nurses, the school system's attendance supervisor, the Housing Authority, English as a Second Language (ESL) Coordinator, the local police department, Salvation Army, Homeless Coalition, Crisis Services of North Alabama, and the Juvenile Probation Officer and any others who become aware of a person in a homeless situation. Referrals to appropriate community agent will be made as necessary. Collaboration between the Education for Homeless Children and Youth Program and other Federal

Programs (i.e. Title I, Title III, PACT, Head Start, Migrant, and Drug Free Schools and Communities) will also be utilized to ensure quality services to children and youth in displaced situations.

P. A description of the strategies the LEA will use to implement effective parental involvement under Section 1118

The Hartselle City School's Director of Teaching and Learning/Federal Programs Coordinator orchestrates training sessions and information for parents at all schools receiving Title I funds. In addition, the coordinator assists the Title I schools by contacting parents, making home visits, and serving as a liaison between the home and school, thus, strengthening the home/school connection. Parents play a pivotal role in the construction, review and/or revision of the LEA Parent Involvement Plan.

The following components are an integral part of the Parent Involvement Program:

Parenting Workshops

Workshops are provided in the schoolwide programs on a variety of topics to assist parents with ways to help their children in school. The meetings are scheduled at various times (morning/afternoon and night) to accommodate the schedule of parents. Topics for the workshops are developed based upon the needs assessment that is sent to parents each spring.

Coat, Eyeglasses, and Shoe Program

Through donations received from the community, the parenting program is able to provide needy children with coats, eyeglasses and shoes when necessary. The parenting program works in conjunction with Marx Optical, Payless Shoe Source and other agencies as deemed appropriate.

School Supplies

School supplies and backpacks are furnished for students as deemed appropriate. Referrals are made by classroom teachers, counselors, principals, and parents when children are in need of these items.

Parent Center

Each schoolwide program has a designated area located within the school with informative articles and brochures for parents to take home. The display area has information about: helping students with homework, reading and math tips, and first aid.

Each year the Parent Involvement Program is evaluated to determine its effectiveness. In addition, surveys are administered to parents each spring in an effort to evaluate the types of programs/services rendered to parents. These surveys are used to give direction to the Parent Involvement Program and what parents would like to have in the way of training sessions and workshops.

Q. A description of how the process/procedures the LEA uses to ensure the

Implementation of the Parents-Right-to-Know provisions under Section 1111(h)(6) Section 1112(g) and Section 3302

The No Child Left Behind Act "requires all school systems to notify parents of all students that they have the right to request timely information about the professional qualifications of their children's classroom teachers."

The procedures listed will be followed in complying with the Parent's Right to Know requirements of No Child Left Behind, 2001.

- Parents of all students in Hartselle City Schools will be notified annually of their rights to obtain information related to the qualifications of their child's teachers. This notification will be in the form of a letter sent to parents at the beginning of the school year in a language they can understand.
- The notification will instruct parents to contact the principal of their child's school if they wish to request this information.
- When a principal receives a request, a completed form will be mailed or given to the parent within (10) working days.
- Copies of the completed form will be sent to:
 1. The teacher(s) referenced in the request
 2. The central office files (superintendent)

R. A description of how the LEA will use funds under this part to support after-school (including before-school and summer school) and school year extension programs:

At the present time, Hartselle City Schools after school programs at Barkley Bridge Elementary, F.E. Burlison, Crestline Elementary, and Hartselle Intermediate are funded by private tuition paid by the participants. The LEA Title I Plan for the 2015-2016 school year is hereby approved as presented.

Paul V. Wilson, Ed.D., Superintendent
Hartselle City Schools