



HARTSELLE
CITY SCHOOLS

**Inspiring and Preparing *ALL* Students
for
Learning, Leadership, and Life.**

2020-2021 HCS Title I Consolidated Plan

Questions about the HCS District Plan, FEB's Plan, or Crestline's Plan can be directed to Federal Programs Director Susan Hayes at susan.hayes@hartselletigers.org or 256.773.5419.

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.

In order to develop and implement a well-rounded program of instruction to meet the academic needs of all students, Hartselle City Schools implements Alabama's College and Career Standards in grades K-12. Teachers and instructional leaders develop and/or implement CCRS-driven pacing guides to ensure each standard is taught, assessed, and re-taught/ re-assessed when needed. HCS acknowledges the need to monitor students' progress, so we screen, diagnose, and assess the outcomes of student learning in formal and informal ways. Academic assessments are used to identify, place, diagnose, remediate, and advance students through the instructional program and to identify students at risk of failing elementary reading and/or elementary or secondary math core content. The assessment data are used to

- a. determine success in meeting academic progress
- b. provide valuable information to teachers, students, parents, and community concerning academic progress
- c. drive program evaluation, determine professional development, procure additional resources, select appropriate learning strategies, and plan for intervention.

The following assessments and monitoring tools are among those used to place each student appropriately in order to meet his/her academic needs and to monitor academic progress:

- | | |
|---|--------------------------|
| *STAR (Reading and Math) | *DIBELS (Amplify) |
| *Informal Assessments and Running Records | *Progress Monitoring |
| *ACAP Alternate | *ACAP Summative |
| *ACCESS for EL | *Alternate ACCESS for EL |
| *Pre-ACT | *ACT |
| *Practice ACT | *PSAT |
| *ACT WorkKeys | *AP Exams |
| *Global Scholar | |

Efforts align with the Alabama Literacy Act.

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.

Teachers analyze all assessment results to determine areas of need, intervention strategies, curriculum sequencing, and proper grouping of students. Teachers take an active role in collecting, managing, and analyzing data which are discussed in data meetings to evaluate and develop instructional plans to better meet the needs of students. In addition to the national, state, and local assessment information, teachers use informal observations to identify at-risk students and provide individual and/or small group assistance.

Teachers work to partner with parents and students in identifying students who may be at-risk by issuing regular updates via student progress reports, report cards, and teacher contacts. They are provided information concerning course requirements, grading parameters, and promotion/retention guidelines. Teachers collaborate to ensure students and parents receive information concerning appropriate course selections and transition activities to promote each student's academic performance. Additionally, Tier II and Tier III interventions for reading and math are provided to identified students.

Efforts align with the Alabama Literacy Act.

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

Hartselle City Schools has procedures and activities in place to ensure that students who are having difficulty meeting and exceeding academic achievement standards will receive scientifically research-based instruction in a timely manner. Students will participate in national, state, and local testing at appropriate grade levels to monitor academic progress. A state-mandated assessment will be administered in grades 2-8 and 10. Other assessments and formative monitoring tools will also be administered. Teachers will analyze data from the aforementioned assessments and monitoring tools to determine appropriate intervention strategies for students. Intervention and scaffolding opportunities will be provided with tutoring provided to those students with the greatest need. Students will be grouped in various ways to maximize success. The RTI/MTSS team members will work collaboratively to determine strategies for at-risk students.

Hartselle City Schools coordinates programs in order to provide students with the best resources available. Services are coordinated and funds are integrated under the guidance of the Federal

Programs Director. Program leaders work closely with local school administrators and advisory committees to align resources and programs for specific subgroups through team meetings, curriculum meetings, and/or other periodic monitoring. Title I funds are used to employ intervention teachers and/or instructional professionals to ensure at-risk students master national and state standards. In addition, Title I and Title II funds are used to provide research-based professional development. Federal Programs are coordinated with IDEA, McKinney-Vento Homeless Act, and other acts as appropriate.

Efforts align with the Alabama Literacy Act.

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The local school Continuous Improvement Plan (ACIP) team regularly reviews and revises components of the ACIP to ensure the goals, strategies, and action steps for student achievement are being implemented school-wide. Formative and summative test data are reviewed in these meetings. The ACIP team is responsible for the creation, evaluation, and distribution to faculty members, parents, and the community. Each school's team consists of local school administrators, grade level representatives, special education teachers, counselors, career technical education teachers, parents and community representatives.

The LEA Federal Advisory Council annually reviews and revises the System Needs Assessment posted in e-GAP. The council also reviews each federal plan and budget to ensure all students' needs (academic and personal) are being appropriately addressed. The LEA Federal Advisory Council consists of the Federal Programs Coordinator, ESL Paraprofessional, LEA Foster Care Liaison, principals, teachers, federally funded paraprofessionals, parents, and community representatives.

Hartselle City Schools ensures services are provided to all students with an increased emphasis on helping at-risk students (limited English proficient, students with disabilities, homeless, in foster care, and economically disadvantaged) achieve state and local achievement goals. Criteria for selecting students for intervention are determined at the local school using assessments and state-mandated assessments to screen, diagnose, and determine strategies for teaching and learning both in the classroom and in intervention planning. Students scoring non-proficient on Global Scholar formative assessments and state mandated assessment subtests are identified as at-risk and targeted for intervention.

Efforts align with the Alabama Literacy Act.

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.

In the Hartselle City Schools Strategic Plan, emphasis is placed on recruiting, hiring, growing, and retaining quality teachers. Title II funds are used to assist teachers and paraprofessionals in attaining proper teaching certification, when applicable. Training and coursework are designed to improve instruction by providing strategies and techniques to help all students, especially those needing assistance in mastering state academic standards. Faculty members at each school maintain individual Self-Assessments and Professional Learning Plans (PLPs). In PowerSchool PD, each teacher keeps professional development documentation of all training attended during the school year and summer months. Additionally, the system's Teacher Mentoring Program focuses on recruiting and retaining highly-qualified teachers, providing ongoing professional development, and forming collaborative relationships that foster professional growth to improve the quality of instruction for students. Therefore, low-income students and minority students will not be taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Also, limited English proficient students are provided services using state and local funds. EL students are identified through the Home Language Survey and are administered the WIDA – ACCESS

screeener/ placement test. Student progress is monitored through annual proficiency testing using the WIDA ACCESS test. Targeted students are served in the regular classroom and receive services from the EL teacher. Services for other subgroups (i.e., disabilities, migratory, immigrant, neglected, delinquent youth, homeless, and in foster care) are coordinated and integrated to increase program effectiveness. These students are eligible for services using the same criteria applied to all other students. Admission policies are in place for these subgroups to address any barriers to enrollment, engagement, and academic excellence.

In the 2020-2021 school year, the average teaching experience of CES teachers is 15.94 years and the average teaching experience of FEB teachers is 10.92 years. All core content is taught by in-field teachers.

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.

Hartselle City Schools has no schools identified as Comprehensive Support or Targeted Support Schools.

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Hartselle City Schools consists of six schools. Only two of the schools qualify for Title I funds under the 35% rule to obtain poverty information based on Free and Reduced lunch count under the National School Lunch Act.

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.

Presently, Hartselle City Schools does not include Target Assistance Schools. Also, no local institutions for neglected and delinquent students exist in the school district. Admission procedures are in place to address barriers to enrollment, engagement, and academic excellence for all at-risk populations.

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.).

Admission procedures to address barriers to enrollment, engagement, and academic excellence are in place for homeless and at-risk students. Funding for the support of homeless students will be provided through Title I set aside funds, local school funds, and through the central office as needed. Services will be provided to homeless students using the same criteria used to serve all other students enrolled in Title I schools. Federal funds will be used to purchase instructional supplies, provide health items, and make other purchases aligned with school attendance and academic performance and with personal hygiene. When present, parents of homeless students are encouraged to become actively involved in the Title I programs, attend informational meetings, consult with teachers on an ongoing basis, and attend parent/teacher conferences.

Additionally, a Mental Health Services Coordinator position has been created to offer more streamlined outreach and resource/ information-sharing to all HCS at-risk populations whether they receive traditional or virtual schooling.

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.

Hartselle City Schools has a partnership with the State's Office of School Readiness, the seven OSR Pre-Ks within our school system, and OSR Pre-Ks located in the Morgan County community. We also have a partnership with Hartselle Head Start. To assist students and parents in the transition process from preschool to kindergarten, parents are invited to an informal orientation in the Spring and a more formal orientation shortly before school begins. Students attend Summer Kindergarten Camp. A list of suggestions and proficiency levels of academic standards and curriculum are distributed during the K registration process. (Students leaving OSR Pre-Ks and Head Start have been subject to GOLD Assessments and OSR/ Head Start Lead Teachers have had readiness conversations with parents.)

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.

Hartselle City Schools has no schools identified as Comprehensive Support or Targeted Support Schools.

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.

Rising fifth-grade students participate in an Intermediate School orientation day coordinated by the elementary schools and the intermediate school teachers and counselors to acquaint them with intermediate school procedures, the fifth-grade curriculum and courses, administrators and teachers, and the Intermediate School building.

Rising sixth-grade students participate in a Junior High School orientation day coordinated by the intermediate school and the junior high school teachers and counselors to acquaint them with junior high school procedures, the seventh-grade curriculum and courses, administrators and teachers, and the junior high school building.

In order to acquaint them with intermediate school procedures, the ninth-grade curriculum and courses, and the high school building, rising ninth-grade students participate in Freshman Academy, a high school orientation day coordinated by the junior high school and the high school teachers and counselors. Also, an eighth-grade parent meeting is held annually at the high school to review diploma options, explain freshman course offerings, and answer parent questions.

The high school counselors and career technical education teachers work collaboratively with students to assist them with selecting post-secondary institutions and jobs in the workforce. All students begin developing their four-year plan in the eighth grade, and the plan is tweaked as needed throughout their high school years. The high school counselors and career coach organize and conduct an annual Career Fair for all high school students. Also, the counselors arrange for high school students to visit local post-secondary institutions.

In October 2020, GreatSchools.org honored HHS with a College Success Award which recognizes public high schools that stand out for getting students enrolled in college and for providing them with the skills needed to stay enrolled in college.

Also in October 2020, Sonoco was awarded internationally among all Sonoco plants for its partnership with HHS in the Tiger Launch program designed to provide students with the skills they need to succeed in industry.

Though no longer mandated by the State, HHS continues to offer students the ACT WorkKeys to provide them with a window of opportunity to an industry career.

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 students begin developing their four-year plans in the eighth grade, and the plans are modified as needed throughout the high school years. Also, the high school counselors and career coach organize and conduct an annual Career Fair for all high school students. The counselors arrange for high school students to visit local post-secondary institutions.

Students are encouraged to use their course offerings and numerous career tech offerings to determine their likes, dislikes, strengths, and weaknesses.

There are numerous career exploration opportunities for students.

[This is a link to the HHS Academic Guide.](#)

[This is a link to the HHS Counselors' Page.](#)

[This is a link to the HJHS Counselor's Page.](#)

In October 2020, GreatSchools.org honored HHS with a College Success Award which recognizes public high schools that stand out for getting students enrolled in college and for providing them with the skills needed to stay enrolled in college.

Also in October 2020, Sonoco was awarded internationally among all Sonoco plants for its partnership with HHS in the Tiger Launch program designed to provide students with the skills they need to succeed in industry.

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)

Hartselle City Schools provides professional development to teachers and paraprofessionals on how to effectively manage difficult students or students in difficult situations.

Title II money is used to provide professional development when needed.

At the Junior High and the High School, a paraprofessional and a half-time teacher are used to run In School Suspension/Intervention to avoid out-of-school suspensions when possible. Students with a discipline infraction are assigned to the ISI teacher. The ISI teachers work collaboratively with the classroom teachers to acquire appropriate work for the students. Much of a student's work is channeled to the student via Google Classroom, and there are very often recorded lessons housed in the Google Classroom to prevent an ISI student... or any student absent from class... from falling behind.

Additionally, the paraprofessional working in the ISI setting is charged with connecting with students and working to help them self-regulate. When needed, the Mental Health Services Coordinator also serves.

For younger students and even for older students where younger students are also in the family, the State agency Watch Me Grow can intervene to help parents learn to be parents. Morgan County's System of Services may also step in in this way if students have moved through the Courts.

In short, we work to remove barriers to enrollment, attendance, and learning in order to grow our community with productive citizens.

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

The high school counselors and career technical education teachers work collaboratively with students to assist them in selecting post-secondary institutions and jobs in the workforce. All students begin developing their Four Year Plans in 8th grade. The plans are modified as needed. The counselors arrange for high school students to visit post-secondary institutions. Students also earn College and Career Ready Credentials via the Career and Technical Education Programs.

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.

The Career and Technical Education (CTE) Teachers at Hartselle Junior High and Hartselle High School work with their advisory council members to ensure students are obtaining the skills needed for the workforce. The CTE Director attends monthly workforce development meetings with the Morgan County Chamber of Commerce to ensure that the school system as a whole is working to help students be prepared to work in our local business and industry. Cooperative Education is offered to Juniors and Seniors at Hartselle High School. Students are released to report to their chosen job site.

[HJHS participates yearly in the Job Force Expo sponsored by Calhoun College.](#)

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.

Hartselle City Schools employs a Gifted Coordinator and Gifted Teachers in grades 3-8. Each elementary school has a Gifted Teacher as well as the Intermediate and Junior High School. Teachers, counselors, parents or guardians, peers, self, or any other individual with knowledge of the student's abilities may refer a student for the Gifted Program. All second-grade students are observed as potential gifted referrals using a gifted behavior checklist. Gifted Specialists provide consultative services to students younger than grade 3 in alignment with the HCS Gifted Plan. For detailed information, refer to the Gifted Plan.

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.

A state earned unit is used to employ a library media specialist at each school. The media specialist assists students in developing literacy skills and strengthening their retention of content knowledge. The media specialist also assists students in using technical devices to acquire knowledge. Elementary media specialists facilitate makerspaces, as well.

Parent and Family Engagement Written Policy (Sec. 1116 (2))

First and foremost, HCS seeks to support its schools in removing barriers to enrollment, to engagement, and to academic excellence. The District Plan is simply an overarching structure designed to support the schools in their efforts.

Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

The LEA Title I Plan is reviewed and revised each year by the LEA Advisory Council. The LEA Advisory Council consists of central office personnel, principals/teachers, parents, and community leaders. Their vision 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 on 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 and on the Hartselle City Schools website. The plan will also be interpreted for non-English speaking parents as needed.

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.

In order to gather feedback and involve parents in the process of school review and improvement, Hartselle City Schools will:

Assist schools as needed in conducting traditional and/or virtual parent conferences

Conduct Annual Title I/ ACIP Parental Involvement Meetings

Survey parents to determine their needs and then offer training to address those needs or connect families with resources or agencies such as Watch Me Grow

Communicate with faculty to determine ways to effectively communicate with parents such as email, newsletters, phone calls, syllabi, INOW Parent Portal, feedback via Google Classroom, Remind 101, the automatic notification system, Twitter, Facebook, the local newspaper, and/or the Superintendent's regular newsletter

The necessity of parental involvement in improving student achievement, strategies to increase parental involvement are implemented. Hartselle City Schools schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development.

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.

With parent input, Crestline Elementary and F.E. Burluson Elementary annually develop Parental Engagement Plans. The strategies included in the plan are implemented as indicated on the timeline and the Plan is submitted annually to the Alabama State Department of Education. The strategies included in each school's state plan align with those of the LEA Consolidated Plan.

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)

HCS works to recognize and remove barriers to enrollment, engagement, and academic excellence. Considering stakeholder feedback regarding barriers or perceived barriers is part of that annual process.

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

Through formal and informal means, each HCS school assists parents and family members in understanding topics such as College and Career Standards, state and local academic assessments, grading procedures, Title I requirements, strategies for monitoring students' progress and strategies for working with educators. Success in these efforts is part of the annual process of determining effectiveness. Student improvement and involvement, together with stakeholder feedback, is examined.

(iii) strategies to support successful school and family interactions

Local school/district and/or Title I parental involvement funds are used to purchase materials for parent meetings designed to improve parent understanding/involvement and student performance in core content areas. Success in this area is measured by student academic growth and parent participation.

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.

After reviewing the evaluation findings, Hartselle City Schools will continue to implement these evidenced-based strategies, survey parent needs, conduct a variety of parent meetings/events that will focus on student achievement, and communicate with parents via phone calls, text messages, Remind 101, email, social media, the school website, and school cast.Twitter, Facebook, the Superintendent's Newsletter, and automatic notifications.

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.

Together with parents, teachers, and other stakeholders, the Federal Programs Director conducts yearly meetings to review the Annual Evaluation for Parental Involvement and other data. At this time, participants can attend, participate virtually, or receive information and provide feedback at a later time.

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

Each school in Hartselle City Schools provides assistance to parents and family members in understanding topics such as College and Career Standards, state and local academic assessments, grading procedures, Title I requirements, strategies for monitoring their child's progress, and strategies for working with educators. Schools conduct meetings with parents to review the CCRS and grading procedures for each content area. Teachers train parents in the use of tools to monitor student progress (INOW/Chalkable/PowerSchool, Progress Reports, Report Cards, Progress Monitoring results and other local assessments of academic progress).

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.

On Math, STEM, and/or Literacy Nights... as well as at other parent meetings...schools will provide training and materials to help parents effectively work with their children to improve academic achievement. HCS will also rely on the guidance of sites and resources such as <https://www.ed.gov/parent-and-family-engagement> or <https://www.edutopia.org/parent-leadership-education-resources>.

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.

Teachers, specialized instructional support personnel, principals, and other school staff will communicate with parents through developing and presenting evidence-based strategies during Statewide Parenting Day, Math and Literacy Nights, parent meetings focusing on specific topics, and parent conferences. Communication between home and school will strengthen through these face-to-face meetings. Additionally, school personnel will continue to communicate with parents via phone calls, text messages, emails, social media, and the website and will continue to be guided by sites and resources such as <https://www.ed.gov/parent-and-family-engagement> or <https://www.edutopia.org/parent-leadership-education-resources>.

Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Hartselle City School System has an inclusion preschool funded by federal, state, and local funds and seven OSR Pre-K classrooms.

To assist students and parents in the transition process from preschool/ Pre-K to kindergarten, students attend a summer Kindergarten Camp. Preparedness suggestions, proficiency levels of academic standards and curriculum, and engagement opportunities are shared with parents.

Students and parents from area preschools and Head Start are invited to the schools for an on-site orientation and tour during the school year. In the Fall, orientations are held by administrators to inform all students and parents of expectations and proficiency levels of academic standards and curriculum. Also stressed is the importance of regular attendance. HCS goes into Head Start to provide detailed information in English and Spanish.

Additionally, first-grade students enrolled at Hartselle City Schools will participate in an orientation activity at elementary schools to meet the second-grade teachers, tour classrooms, and ease anxieties.

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.

Parents will be reminded of scheduled meetings through phone calls, text messages, emails, newsletters, social media, and the website. TransACT and/or a translator/translation will be offered to parents when needed.

Parents will also be afforded a virtual-meet opportunity if desired or needed.

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

As part of the HCS ongoing effort to remove barriers to enrollment, engagement, and academic excellence, we will provide reasonable support for parental involvement activities as parents request.

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.

Parent survey results and other, more informal parent feedback informs HCS administrators and teachers as to the areas of needed improvement.

Describe how the LEA may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

Presently, the LEA does not receive adequate funding through Title I to transport parents and pay for child care expenses. However, meetings will be offered at various times to provide parents choices to attend meetings convenient to their schedules. All materials disseminated in the meetings will be purchased with Title I and local funds.

HCS is equipped to host virtual meetings, and we will remove any family tech barriers to such a meeting if needed or requested.

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

Hartselle City Schools is willing to train parents to recruit other parents to serve as classroom helpers, work booths at field days and athletic events, attend parent meetings, and assist with other special events conducted at the local school. Our experience has been that parents are willing to participate when they can if personally asked. Sharing with all the benefits of diverse points of view and diverse representation empowers all to participate and to recruit others.

(COVID is currently compromising this for ALL parents.)

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 to provide parents' with choices to attend meetings convenient to their schedules. When needed, in-home conferences will be conducted.

HCS is equipped to host virtual meetings, and we will remove any family tech barriers to such a meeting if needed or requested. Parents seem to prefer a virtual informational meeting.

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

Sites such as this one <https://www.ed.gov/parent-and-family-engagement> or this one <https://www.slideshare.net/edutopia/19-proven-tips-for-getting-parents-involved-at-school-49006623> are valuable in determining Best Practices.

The Federal Programs Coordinator attend federal programs meetings at the State and Regional level to gather ideas and practices.

Formal and informal parent feedback is very valuable in developing outreach models.

Attention is now being given to virtual models and meetings.

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.

These steps outlined above are at the foundation of a plan:

Sites such as this one

<https://www.slideshare.net/edutopia/19-proven-tips-for-getting-parents-involved-at-school-49006623> are valuable in determining Best Practices.

The Federal Programs Director attends federal programs meetings at the State and Regional level to gather ideas and practices.

Formal and informal parent feedback is very valuable in developing outreach models.

Additionally, The Federal Programs Director schedules an annual meeting to involve parents in the development of the LEA Plan. Also, parents are included in the development and revision of the system's Strategic Plan and local school ACIPs.

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

Hartselle City School System includes parents on the Career Technical Education Advisory Council. Business and community leaders also serve on the council. The purpose of the council is to improve the current career technical education programs offered at the middle school and high school and ensure students attain the necessary skills for post-secondary institutions and the workplace.

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.

Evaluation findings (i.e., survey results, informally received feedback, and annual evaluation findings) will be analyzed and used to design evidence-based strategies for more effective parental involvement. These findings will be reviewed and discussed in our annual meeting. If needed, the parent and family engagement policies will be revised to increase parental involvement. As has been stated before, HCS seeks to remove barriers to enrollment, engagement, and academic excellence.

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:

The LEA Parent and Family Engagement Policy has been developed jointly with, and agreed in with, parents of children participating in Title I, Part A programs as evidenced by the sign-in sheets and Google Slideshow from the annual LEA Advisory Council meeting.