

## Thomasville City Schools 2017-2018 LEA Consolidated Plan

### **Sec. 1112. [20 U.S.C. 6312]**

**A local educational agency may receive a sub- grant 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.**

Thomasville City Schools will administer the student academic assessments described in the State plan to determine the success of children served under Title I in meeting the State's academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting these standards. Assessment results will be used to assist in diagnosing, teaching, and learning in the classroom in ways that best enable low-achieving children served in the Title I program to meet academic standards and do well in the local curriculum. Results will also be used to determine what revisions are needed to existing initiatives and projects. Students who may be at risk of failure reading will be identified with screening and diagnostic instruments and provided intensive one-on-one interventions.

#### **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.**

Individual academic assessment results will be provided to teachers and parents in a timely manner with the use of state and local report cards and progress reports designed to clearly convey the status of each student. TCS will provide rounded programs of instruction with evidenced based curriculum for students who may be at risk for academic failure. Local report cards are distributed at the end of each nine-weeks. Progress reports are sent home after each fourth-week interval between report cards. State report cards are distributed once per year at the time they are delivered to the system. Global Scholar Scantron will be administered two times per year, at the beginning and at the end of school.

The ACCESS test is used to determine English Language Proficiency. Any student scoring below 4.8 on the ACCESS test is eligible for intervention services.

Parent-teacher conferences are scheduled as needed and teachers are required to communicate with the parents of each student in their classrooms.

### **3. Sec. 1112(b)(1)(C)**

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

When students have trouble mastering the proficiency or advanced levels of academic performance, small group and one-on-one intervention strategies will be implemented to provide instructions in the areas of weakness. The needs of students experiencing difficulties will be addressed by the Student Support Team (SST), the Multidisciplinary Eligibility Determination Committee/Individual Education Plan Committee (MEDC), and the 504 Committee. Members of these committees will utilize results from DIBELS, Scantron, I-Ready, Exact Path, and ACT Plus Writing, Work Keys, and PSAT assessments as well as parent conferences, and progress reports while making decisions to assist students' needs.

For those students who are most in need of additional instruction in reading, math and language acquisition. TCS provides well rounded programs of instruction with evidence based curriculum to meet the academic needs of students identified for intervention services. "At-risk" students, those identified for intensive intervention, will be provided immediate assistance with the tier two intervention, using best practices, I-Ready Program (k-4) Exact Path Reading and Math Program (6-8), Accucess (9-12) and reading/mathematics intervention class (7-12). Groups can be adjusted at mid-year according to the most recent test results.

Classroom teachers will assess the needs of individual students daily as needed. At-risk students will be progress monitored weekly. Students identified as "some risk" will be progress monitored every other week. The classroom teacher, instructional specialist, principal, and grade level committee will review progress monitoring scores weekly.

Students having trouble will be referred to SST by the classroom teacher. The SST will outline recommendations, accommodations, or possible testing. Referred students will receive follow-

up evaluations by the committee. Students referred for testing will have a 60-day window to test, hold the eligibility meeting with parents, and begin services.

Supplemental instruction will be promptly given to any student having trouble mastering academic achievement standards. Intervention will be provided by the classroom teacher, remedial reading teachers, special education teachers, EL teachers, instructional aides, high school mentors and/or volunteers.

**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.**

Appropriate professional development activities, based on needs assessment results, will be provided for teachers, principals, and other staff members with grants and local funds to identify and implement instructional strategies to strengthen academic programs and improve school conditions for student learning. These activities will be designed to ensure that staff members are highly qualified and will address goals to improve parent involvement. There will be continued emphasis on strategies designed to assist teachers in the teaching of reading and math. Each school's plan includes a professional development component developed by the School Improvement Team based on specific school needs assessment results and current data.

**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**

Thomasville City School's personnel staffing decisions have been made by placing teachers who are certified and highly qualified in positions that are most beneficial to students at each school. Our system is a single grade span system.

All teachers and paraprofessionals in the three federally funded elementary, middle and high schools are certified in their field. If a teacher in the system should be identified as not being certified, general funds will be used to provide appropriate professional development opportunities which will allow staff members to achieve this goal. A district-level review of staff members' certifications will result in the identification of employees who are not certified according to the State's model. Each identified staff member will be notified of the required course work or other appropriate steps to be taken to meet the state's certified status.

**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**

Currently no school is identified as targeted assisted or Comprehensive Support in Thomasville City Schools.

**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.
  - Many of its secondary schools must approve the use of feeder patterns. (*ESEA sections 1113(a)(5)(B) and (C).*)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA.

(*ESEA section 1113(a)(3)(B).*)

Thomasville City Schools has only one school per grade grouping; one elementary school pre-k-4, one middle school 5-8, and one high school 9-12. The elementary, middle and high schools are all school-wide schools served under the Title 1 program. The school with the highest poverty rate will be awarded the most Title funds. School-wide plans for these schools are on file in the Central Office and will be made available upon request.

**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**

TCS needs assessments did not indicate a need in the Thomasville City School System to operate programs for neglected or delinquent children and youth. However, we are in the process of working with local agencies who connects with programs for youths in surrounding areas from the Alabama State Department of Education. This process involves collaboration with locally operated facilities to establish formal agreements regarding the services to be provided for these children if they should happen to enroll in TCS district. These programs would include, but not be limited to the following:

- high-quality educational programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- activities that would facilitate the transition of such children and youth from the correctional program in an institution to further education or employment; and



- dropout prevention programs for children and youth who are at-risk of dropping out of 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.).**

The system shall reserve an unspecified amount of funds to 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.).

Students will receive services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools. Homeless Children who are eligible to receive Title I, Part A services are part of Title I, Part A services.

Thomasville City Schools did not apply for the McKinney Vento Competitive Grant during FY17 or FY18, but \$750 was set aside in case we should have a homeless student to enroll.

**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**

TCS shall work closely with Busy Bee Head Start and Thomasville Elementary School's Pre-School Program to have a successful transition for children entering our school system. Administrators set aside a day to visit with Head Start parents to explain our school programs. The transition is made easier by students and parents touring our building, meeting the principal, and asking questions before kindergarten registration. Translators are made available for our EL preschoolers and their parents.

School-wide staff coordinates and integrates Title I programs and services with the pre-school program. Activities are implemented to ensure a smooth transition for these students to the regular program. English learners, children with disabilities, immigrants, homeless, and migratory children are served by the general education faculty as well as the Title I staff.

**11. Sec. 1112(b)(9)**

**Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.**

Currently no school is identified as targeted assisted or Comprehensive Support in Thomasville City Schools.

**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.**

Thomasville City Schools implements strategies to facilitate effective transitions for students from middle grades to high school. Each spring, the eight-grade students are invited to visit THS to tour the school and to be introduced to the different programs offered at the high school. The Career and Technical Education teachers explain to them about the different programs in their field and what it takes to become a complete in CTE. In addition, the students and parents are invited to an orientation meeting where they are acclimated to the policies and procedures, as well as, introduced to the new faculty and staff that await them at their new school. THS seniors are provided opportunities to visit with college and job recruiters throughout the year and on campus during their annual "Career Day" in October.

**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.**

Thomasville City Schools, Secondary School, receives Title I funds. Thomasville High School offers opportunities for students to participate in internships, dual enrollment classes with 2/4year colleges, and work closely with our Career Coach. THS students participate in Work Keys, workforce development, and are provided work-based learning opportunities through the Career and Technical Education Program. THS also houses two college courses on its campus (English 101 & 102).

**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)**

SIR Reports and school discipline reports indicate Thomasville City Schools does not have a high rate of discipline practices which remove students from the classroom. TCS has an alternative school, education alternative program (EAP), and In-school suspension (ISS) that will allow students to remain on campus, receive services, and complete assignments if needed in place of out of school suspension. TCS will continue to monitor these reports and revise our policies if SIR Reports indicate the need for efforts to reduce practices should this become a problem in our system.

**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.**

The Thomasville High School Curriculum Guide lists and describes all courses currently offered at Thomasville High School. All courses are required to 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.

THS Career and Technical Education programs are focused on preparing students for life after high school and provides students with life skills which prepare them for transitions to two and four-year institutions and/or the workforce. Participation in student organizations is highly encouraged since involvement is an integral part of classroom lessons and instruction.

**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.**

Thomasville City Schools is a District-wide Title I School System. THS offers a Work-Based Learning, which is an educational program that combines studies with paid, productive, and supervised work experiences in fields related to the students' career objectives. Students get the best of both worlds—a high quality high school education and an impressive resume of practical work experience. Prerequisite Completion of the Career Preparedness course, an application and instructor's approval is required.

TCS also offers Workforce Essentials, a one-credit course that provides students with higher-level academic and occupational skills that are transferable across jobs and occupational areas. Emphasis is placed on career development and employment.

**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.**

Thomasville City Schools Fund Gifted and Talented students through state gifted funds and local funds. TCS use these funds to identify and serve intellectually gifted children and youth or those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their own age, experience, or environment. The children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. *Alabama Administrative Code, 290-8-9-.12(1)*

**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.

Thomasville City Schools fund library programs through library enhancement funding and local funds. TCS uses these funds to employ three media specialists in our K-12 schools to provide students the opportunity to develop digital literacy skills and improve academic achievement.

**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).**

Parents were involved in the development and review of the Parent and Family Engagement section of the Consolidated Plan by serving as members of the Thomasville City Schools Advisory Panel. During annual meetings with parents of participating students in Title I schools, the Consolidated Plan is distributed. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities. They will also use the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students.

The Parent and Family Engagement Policy is made available to parents in the following venues:

- Annual Title I Meetings
- Thomasville City Schools website and all Title I School Websites
- School Administrative Offices

**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.**

Thomasville City Schools provides for the coordination, technical assistance, and other support necessary to assist Title I participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. TCS coordinates with employers, business leaders, charitable organizations and parents on planning and implementing effective parent and family involvement. Additional parent meetings/activities will be held at various times during the school year. Meetings/activities will be arranged at various times so that parents can attend. Different meetings/activities will be of a different nature so that all parents can be encouraged to participate. Some may be more formal and informative. Some may be informal



meetings between Title I teachers and parents, and some may include hands-on activities, such as looking at computer programs and tips for their child to be successful in reading. Parents may be notified of meetings through (1) notices sent home by students in the appropriate language, (2) newspaper announcements, (3) announcements on Thomasville City Schools Social Media Accounts, (4) internet postings on Thomasville City Schools Websites, and (5) public postings in English and Spanish (6) School cast Calling/Texting System.

**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.**

Thomasville City Schools will coordinate and integrate parental involvement strategies in Part A with involvement strategies under the following programs such as:  
Alabama 1<sup>st</sup> class Pre-K Grant which was awarded to TCS to fund Pre-K classes at TES. Additionally, The Thomasville City School System will continue to support the Home Instruction Program for Preschool Youngsters(HIPPY) by exercising the “pass through” of state funds to the Clarke County HIPPY Program. Parents will also receive education on the INOW Home Portal, College and Career Ready Standards(CCRS), Financial Aid, College choice information and Tech Support.

**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)**

Thomasville City Schools, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrants and parents of migratory children. All important information is sent home in Spanish and notices about parent meetings are sent in Spanish. Transact is used to assist with the creation of such documents and questions from parents concerning information sent home. Every effort is made to accommodate parents with disabilities. Thomasville City Schools has handicapped accessible buildings.

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

TCS shall educate teachers, paraprofessionals and administrators with the assistance of parents on how to reach out, communicate with, and build ties between parents and the school. Thomasville City Schools will continue working with teachers to help in the understanding of the importance of parent and family engagement in the schools through grade-level meetings, faculty meetings, in-services, and professional development workshops. The entire Thomasville City Schools staff is expected to continue their work with parents in meeting their child’s needs to ensure academic achievement.

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

Parents were involved in the development and review of the Parent and Family Engagement section of the Consolidated Plan by serving as members of the Thomasville City Schools Advisory Panel. During annual meetings with parents of participating students in Title I schools, the Consolidated Plan is distributed. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities.

The Parent and Family Engagement Policy is made available to parents in the following venues:

- Annual Title I Meetings
- Thomasville City Schools website and all Title I School Websites
- Thomasville Administrative Offices

**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.**

Thomasville City Schools will use the findings from the evaluations to guide a discussion with the Advisory Committee. The Director of Federal Programs will schedule a meeting with the Advisory Council along with extending an invitation to other parents, teachers, and program coordinators to discuss the effectiveness of the parental involvement and Title I plan. After all suggestions are taken into consideration and noted, the Director of Federal Programs will lead the team in using the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students.

**Sec. 1116(a)(2)(F))**

- F. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.**

The planning process began with the Federal Programs Coordinator, administrators of the local schools and others attending meetings, workshops, and planning sessions at the state and district level. An advisory panel was created with individuals who could serve on various committees. This panel is a springboard for successful parental involvement in all federal programs. The advisory panel was appointed to include parents of children served in our various federal programs such as English Language Learners (EL), Title I, and Special Education. Parents of students in these programs, teachers, paraprofessionals, and administrators from the school served were included and attended their specific meetings.

Thomasville City Schools Advisory Panel, Federal Program Coordinator and Title I schools annually hold parent meetings and have parent conferences with most of their parents at least once a year.

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

- G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.**

TCS will train parents of participating students in understanding the CCRS standards, performance standards, state and local assessments, Title I requirements, how to monitor their child's progress, and how to work with educators toward their child's improved performance and achievement. This will be done through conferences, an annual Title I meetings, various parent meetings are held during the day and evening at which time the school will explain how to understand all components of their child's education.

- 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.**

TCS shall provide materials and facilities to train parents, teachers, paraprofessionals and administrators to work with each other and with parents as equal partners to improve their child's performance. Thomasville City Schools has a partnership with Boys and Girls Club to place a liaison in the schools and homes. Information is also posted on the federal programs/parental involvement web page. Throughout the year, parent workshops will be held on various topics such as technology night, computer training, homework help, and tips on how to help your child become a successful reader.

- 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.**

TCS shall educate teachers, paraprofessionals and administrators with the assistance of parents on how to reach out, communicate with, and build ties between parents and the school. Thomasville City Schools will continue working with teachers to help in the understanding of the importance of parental involvement in the schools through grade-level meetings, faculty meetings, in-services, and professional development workshops. The entire Thomasville City Schools staff is expected to continue their work with parents in meeting their child's needs to ensure academic achievement.

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

TCS shall work closely with Thomasville's Busy Bee Head Start and Thomasville City Schools Pre-School Program to have a successful transition for children entering our school system. Administrators set aside a day to visit with Head Start parents to explain our school programs. The transition is made easier by students and parents touring our building, meeting the principal, and asking questions before kindergarten registration.

**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.**

TCS shall ensure that information concerning a child's progress and parent programs, meetings, and other activities is sent to the parents of participating children in a format the parent can understand. Documents are created in Spanish for parents of our EL students through transact.

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

TCS shall ensure to the extent feasible and appropriate, under Title I, Part A, Thomasville City Schools coordinates and integrates parental involvement programs and activities with other federal programs, such as our EL program.

**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.**

TCS may involve parents in the development and effectiveness of training for certified personnel. Results from the annual Title I parent surveys are used when determining professional development needs for principal, teachers and other educators.

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

TCS may provide necessary literacy training for parents during family nights and parent meetings. If funds are not available, Part A funds may be used if all other monies have been exhausted.

**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.**

TCS may provide reasonable expenses to enable parents to participate in Title I meetings and training sessions if necessary.



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

TCS may train parents as part of the advisory panel annual meeting and the annual Title I parent meeting to increase the involvement of non-active parents.

**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.**

TCS may offer meetings on a flexible schedule, alternating between morning and evening, to accommodate parents work schedules.

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

Thomasville City Schools may provide access to programs initiated to strengthen parent involvement and adopt and implement model approaches to improving parental involvement.

**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.**

TCS may establish a district wide parent advisory council to serve as liaisons to all matters related to all federally funded programs. TCS also collaborates with a parent/teacher organization president to assist parents.

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

TCS involves community based organizations and businesses in the annual advisory panel meeting and encourages participation in school activities and programs.

**Sec. 1116(f)**

- U. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.**

Thomasville City Schools, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrants and parents of migratory children. All important information is sent home in parents' native language and notices about parent meetings are sent in Spanish. Every effort is made to accommodate parents with disabilities. Thomasville City Schools has handicapped accessible buildings.

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 Agendas and Sign-In Sheets. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 01, 2017.

  
\_\_\_\_\_  
PLAN APPROVED BY (Person or Entity)

9-12-17  
\_\_\_\_\_  
DATE OF APPROVAL