

Troy City Schools LEA Title I Plan 2013-2014

Troy City Schools designed the Title I LEA plan through the collaborative efforts of the federal programs advisory board, school advisory teams, administrators and parents. There are three schools in Troy City schools and two are designated as school-wide Title I schools, Troy Elementary and Charles Henderson Middle Schools. The school system is completely committed to providing a quality and equitable educational program for all students regardless of ethnic, economic, cultural, or language backgrounds. Students with disabilities through language, physical, emotional, or any other source are not limited in receiving the same services and in instances more than their non-disabled peers. This commitment is also practiced and espoused with students who are identified as homeless, migrant, and neglected/delinquent.

Mission Statement

Troy City Schools is responsible for facilitating maximum learning opportunities for all students within the district. These opportunities will enable all students the ability to become responsible and productive citizens. Students are to be equipped academically and technologically in the pursuit of becoming major participants in an ever changing global society. The system will pursue its goals through planning and collaborative efforts with all stakeholders in a safe environment conducive for student learning.

Consolidated Plan Goals:

The ultimate goal of the consolidated plan is to improve instruction and student learning. This goal is pursued through communication with various stakeholders, planning, and implementing educational services that are identified through various assessment measures.

1. All schools are expected to implement educational plans that focus on the needs of the student as identified from various data sources.
2. Support is provided from the LEA for local schools in meeting the identified needs of the students.
3. Resource allocation and effectiveness is analyzed at the LEA level to ensure coordination of local, state, and federal programs.

Reform Efforts

Troy City Schools began its most recent efforts in 2007 to develop a system-wide strategic plan entitled “SEVEN STEPS TO SUCCESS”. The strategic plan is a concise road map for the school system to achieve student-centered goals within the next five years. The focus of the planning meetings was collaborative with a macrocosm of stakeholders such as teachers, parents, business persons, community, local politicians and school board members. There are seven areas that will be addressed teacher Quality, Strengthen Curriculum, Academic Standards, Partner with Parents, Partner with Community, Facilities Growth, and Fiscal Responsibility,

Through the help of the Federal Programs Advisory Council, measures are implemented to ensure that students are receiving equitable quality educational programs. The federal funding provided is targeted in closing the achievement gap among poverty and non-poverty students. Faculty review of data, targeted professional development that is job embedded with research based strategies, and community input are utilized for addressing student needs. Reading intervention classes, after-school tutorials, summer school programs for elementary and middle schoolers are some of the programs used to address closing the achievement gap.

(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), that the local educational agency and schools served under this part will use—

Troy City Schools supports the philosophy that student learning should be driven by assessment measures. The school district adheres to the assessment program outlined by the Alabama State Department of Education.

- A combination of criterion and norm-referenced assessments.
- Design teacher made assessments that are similar to the federally mandated assessments (ARMT, SAT 10, and AHSGE).
- State assessment data (SAT-10, DIBELS, ARMT, AAA and ADAW) are provided in a time appropriate manner and distributed at Open House, PTO meetings, academic recognition ceremonies, parent conferences and sent home with students.

- Test Trax software is utilized by the schools to disaggregate student data on the state assessments and assist in developing strategies to address student needs.
- STAR and Accelerated Reader are also used as informal assessment measures to assist in meeting student needs.

Teachers are instructed and expected to organize student reports for every student in their class. Teachers will develop an individual profile for these students in determining their strengths and weaknesses. Documentation is maintained by the teachers regarding the student's progress in meeting the desired goals and benchmarks established from the updates. Weekly and monthly data meetings are conducted by grade levels and/or departments. Assessments are used as instruments for screening, implementing, monitoring, documenting and providing feedback to parents. Results from the prior years' assessments are used in developing school plans and student intervention plans to address students who are experiencing academic difficulties. End of the semester and benchmark exams are teacher designed to provide an indication of students' strengths and weaknesses in relation to grade proficiency. Instruction is conducted in smaller environments with research based programs or supplementary materials purchased through federal funding. AMSTI (Alabama Math and Science Technology Initiative and ARI (Alabama Reading Initiative) are also integrated into the curriculum at the elementary school. Reading Coaches intervene academically with individual students or groups and also provide support, successful research based strategies and professional development for teachers to improve instruction.

Extra attention is provided for students who are identified as Homeless, Migrant, ELL or who possess disabilities in meeting the specific state outlined academic standards. Parents are encouraged to attend parent meetings, workshops, and specific involvement activities. Parents are informed of progress, midterm, quarterly reports and assessment results. Workshops are conducted in helping parents to interpret and understand the assessment reports. Parent teacher conferences are scheduled at least twice a year by the district and extra parent conferences are always encouraged. The Parent Involvement Coordinator plays an integral role in helping to remove the obstacles or barriers that may exist for parents with school communication.

(B) At the local educational agency's discretion, 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.

Troy City Schools will use retention rates, attendance records, and graduation rates as additional academic indicators.

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

Additional academic assistance is provided through the use of summer school tutoring, remediation services during the school day intervention strategies, At-risk funding services, and professional development to assist in improving student achievement.

(D) A description of the strategy the local educational agency 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 local educational agency level staff in accordance with sections 1118 and 1119.

Professional development is provided district-wide and all teachers, staff and administrators are provided an opportunity to participate. Professional development workshops are also conducted through the Troy University In-Service Center for at least two weeks during the summer months and as requested during the school year. The information compiled for the needs assessment are based upon PEPE evaluations, information from the In-Service Center teacher surveys, district designed teacher and student surveys. Topics covered annually include:

- Disaggregating data to positively effect student achievement.
- Provide training to develop an understanding and the importance of data driven instruction.
- Incorporate technology to improve student achievement.

Teachers who have not met the qualifications for the highly qualified standard are provided funding to experience the required training/testing needed to fulfill those requirements. This component is outlined in the district's highly qualified plan and in strategies on the E-Gap system.

(E) A description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as:

- Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and
- 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 in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Students who are identified as English Language Learners, students with disabilities, migratory students, neglected and delinquent youth, Indian students, homeless and immigrant students will be served through the individual programs developed and supplemented with Title I services.

Neglected students are served within the standards and guidelines outlined through NCLB which requires programs that address the needs of students and their parents. Counseling services are contracted through a community based agency to address areas of student deficiencies. All teachers, administrators and staff are aware of the commitment to the identical services for students who are identified as at-risk of not completing their secondary education. Collaborative efforts are made with community agencies to provide an encompassing program to meet the specific areas that are providing obstacles to student success.

Individuals with disabilities are serviced once identified through, State, IDEA and Title I funding sources. Educational services are guided by the IEP of each student. Services outlined at times are reading, educational related equipment, related services, transportation, extended school year, resource instruction, and support in the inclusion setting.

Indian students are those identified for services through the Indian Education program. These students will receive academic support and cultural enrichment with the assistance of parents and community persons through the Title I grant or other funding sources.

Immigrant and English Language Learners are identified upon enrollment and through the completion of the Home Language Surveys. The needs of the individual student are

identified through an interview of parents, assessments such as the WIDA, end of the year, DIBELS, and teacher made assessments. Individual plans are developed through the assistance of the school ELL committee comprised of the parent, ELL tutor from Troy University, regular teacher, counselor, and a school administrator. The plan is developed with the ultimate goal of outlining ways to increase grade level English proficiency in speaking and writing communication measures.

Homeless students will be identified through formal and informal measures. Identification can exist upon enrollment from the registration documentation, community agency assistance, interaction from the teacher or counselor, and other school personnel. These students are prioritized for service through the system's Title I, Title X and other funding sources. All efforts are implemented to remove any existing barriers that prevent these students from full inclusion into the regular educational program.

Pre-school services are provided to eligible students through IDEA and a federal pre-school grant. Services such as speech, child find, and others to prepare students for kindergarten are conducted at local daycare centers, homes, and community centers. Also, summer programs are operated to help students transitioning into kindergarten the upcoming year.

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

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

Troy City Schools will participate, if chosen, in the State National Assessment of Educational Programs in 4th and 8th grade reading and mathematics as outlined under the National Education Statistics Act of 1994.

The poverty criteria that will be used to select school attendance zones is the reduced and free lunch counts from the schools for the 40 day attendance data. This information is compiled from the yearly Child Nutrition applications.

(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.

Troy City Schools has two schools that participate in School -Wide Title I programs and do not operate any targeted assistance programs.

(I) A general description of the nature of the programs to be conducted by such agency's schools under 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 and delinquent children in community day school programs;

Troy City Schools entered a consortium for the 2007-08 school year with Coffee County schools with the purpose of continuing to provide services for neglected and delinquent students.

Title I, Part D, Subpart 2 Plan

1. The services provided through the use of Title I N&D funding is to provide additional educational services after the school day for female students who are housed at the residential facility located within the city limits of Troy.
2. There is no formal agreement between the residential agency and Troy City Schools. The facility is operated through a formal agreement between the Department of Youth Services and Troy State University.
3. The students residing at the residential facility participate within the regular educational academic program provided by Troy City Schools at Charles Henderson Middle and High Schools.
4. Students who return from correctional facilities are normally transitioned through the Alternative School where they receive academic and counseling services in a group and if determined an individual setting. At-Risk youth are provided with similar intervention and preventive educational services as neglected and delinquent youth.
5. There are various characteristics shared by the students who return from different facilities to the regular educational setting. Students who are identified as eligible for special educational services are instructed in accordance with their individualized educational plan (IEP). Also, students are assessed for their reading levels and instruction is designed to assist them if there are identified weaknesses.
6. We maintain a direct relationship with the many community and state agencies to assist students with identified needs. These services are coordinated through our counseling department. Workshops are conducted for parents to inform them of the different services available in meeting their needs.

7. The local AIM project conducts workshops to emphasize abstinence and to discourage drug use. Education is also provided on the harmful effects of drugs.
8. Communication is emphasized and encouraged from the school to parents on specific issues are addressed directly with the parent of the child. Also, workshops are conducted on different topics for the purpose of education and prevention strategies.
9. The services through N&D coincide with our federal, state, and locally funded programs because the students from this program receive services funded through other programs.
10. N/A
11. N/A
12. The school district collaborates with the local juvenile probation officer to address identified educational and, in a number of cases, social needs of the students returning from correctional facilities.
13. N/A
14. We help students who wish to continue their education but are unable to continue in a regular setting by referring them to adult education, and Job Corps programs.
15. Troy City Schools will conduct program evaluations at least yearly to determine if the educational and social needs of students are met. Progress reports, report cards, observations, and teacher input are analyzed for the purpose of determining the academic progress of the students and the proper alignment of their needs.

J) A description of how the local educational agency 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.

Identified migrant students will be provided with identical services as their non-migrant peers and additional assistance will be provided to remove the barriers and obstacles that can exist to inhibit their academic proficiency. This includes: the use of research based strategies that will meet the needs of migratory students and their families; close monitoring by a school developed migratory committee, where reviews will be conducted for academic, behavioral and social needs; communication that is cultivated with community agencies to assist with services for migrant students and their families; and provide focused professional development for the teachers and staff persons on effective strategies to ensure academic

success for migratory students. Services such as extended day, tutorials, school supplies, coordination with local community agencies and transitional programs for preschoolers will be provided.

(K) If appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under Section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program.

Troy City Schools does not provide assistance for the above mentioned programs with federal funding.

(L) A description of the actions the local educational agency will take to assist its low-achievement schools identified under Section 1116 as in need of improvement.

Currently Troy City Schools does not have any schools identified as a “Title I School In Need of Improvement”. However, if a school is identified as in need of improvement the following steps will be implemented:

- Review the data results for the assessment year.
- Attend State Department of Education meetings for schools identified as in need of improvement.
- Develop a Continuous Improvement Plan with the necessary stakeholders.
- Communicate the plan to the entire faculty and post it on the school/district website.
- Present the plans at parent meetings.
- Develop measurable goals.
- Provide intense student-centered professional development with district and outside facilitators.
- Develop a district school improvement plan.
- Utilize research based instructional strategies and assessments that will raise student achievement in all areas.
- Address school culture and climate concerns.
- Promote effective parental involvement strategies and activities.
- Before school, during school and after school intervention strategies (tutoring).
- Lowest income students are given prioritized needs.

(M) A description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of Section 1116.

Consistent with the requirements of Section 1116, Troy City Schools will take the following actions to implement public school choice and supplementary services:

- Develop a School Choice Plan and make it available for all parents of the school. Once a school has been identified for school improvement, Troy City Schools no later than the first day of the school year following the identification, will provide all parents of students enrolled in the school notification of the option to transfer to another school that has not been identified for school improvement. Priority will be given to the lowest achieving students from low income families.
- Parents will be informed as to what the identification means, and how academic achievement levels at this school compare to those at other schools in the Local Education Agency (LEA) and in the State Education Agency (SEA).
- Information as to why the school was identified and how the parents can become involved in addressing the academic issues that led to the identification will be provided.
- The LEA will provide parents with information that will assist them in making an informed choice on exercising the option. Parents will be informed about the academic achievement level of the school they have the options of transferring their child into.
- Information on how parents of eligible students can obtain supplementary educational services for their child or children. In addition to a list of providers, availability, and a brief description of services, qualifications, and effectiveness will be provided to all parents.
- Written notification to parents will be in understandable language and in a friendly format.

(N) A description of how the local educational agency will meet the requirements of Section 1119.

It is the goal of Troy City Schools that all teachers and paraprofessionals will maintain highly qualified status throughout each school year. The activities outlined in the HQ plan will be followed to the letter in obtaining this goal. All new teachers and paraprofessionals hired after 2002-03 will be expected to meet the HQT and HQP requirements respectively.

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

To decrease the percentage of homeless student who dropout by providing a well-rounded program that will meet the social, emotional, and educational needs of the homeless student, Troy City Schools provides:

Tutorial Services - Based on the results of standardized test scores and teacher recommendations, students will be provided remediation in the areas of identified weaknesses. This will be provided during the regular/after school hours and by certified staff. Graduation Exam tutors will also be available after school.

Social Services - The Parent Involvement Coordinator will be available daily to facilitate the adjustment of homeless students to the school environment. The Parent Involvement Coordinator will work with community resources to make sure that medical, transportation, and clothing needs are met. (The community resources may include: East Central Mental Health, Pike County Health Department, Troy/Pike Center for Technology and Troy Housing Authority.) An annual “Toys for Tots” drive was conducted by Phi Gamma Nu a local service organization at Troy University to provide toys for needy students at the elementary school. Students attended the Biscuits Game, Montgomery Zoo, the Huntsville Space Center, a local farm, and a trip to the Planetarium.

Computer Lab Remediation - Based on standardized test scores, teacher recommendations and grading reports, students will use computer lab software designed to remediate their specific weaknesses.

Vocational Training - Homeless students served at the Troy/Pike Center for Technology will have all applicable fees waived. Homeless students will also be able to receive the services of the Vocational Rehabilitation Trainer Coach, who is under the direction of Vocational Rehabilitation. The trainer coach will actually take the homeless student to job interviews and once a job is obtained, services are available for job coaching.

Counseling - All homeless students will receive academic counseling from the school counselors as well as through the school’s advisor/advisee program. Group counseling sessions will be conducted on a regular basis. Topics will include domestic violence, violence prevention, depression, keys to success, and self-esteem. Individual sessions will be conducted as needed. Counseling services will also be provided for homeless students with their parents or legal guardians. If needed, referrals will be made to outside agencies (Example: East Central Mental Health Children Services). Special Education Services - Troy

City Schools has certified special education teachers in all areas (Mental Retardation, Multi-Handicapped, Emotional Conflict, Learning Disabled, Hearing Impaired, Speech, and Gifted).

Regular Education - Homeless students will be included in all regular education programs (Examples: School Wide Enrichment, Field Trips, Honors Classes, etc...). If fees are required, Troy City Schools will cover the cost. Homeless students will not be denied the right to participate in school sponsored programs because of their economic conditions. A percentage of the homeless grant funding for fiscal year 2008 was allocated for a reading teacher at the Alternative Learning Center. The teacher provided diagnostic assessments and intervention strategies to assist identified homeless students in obtaining academic achievement.

The Troy City School System developed a program that will enhance all the needs of the homeless student. Once identified as homeless, the student will be assigned to the Intervention Team who is responsible for overseeing the student's educational plan in ensuring that all social, emotional, physical, and educational needs are met. The student will participate in programs that can provide methods of personal development. The programs are designed to improve attendance, create a sense of belonging, promote career awareness, improve interpersonal skills, build self-confidence and improve academic performance. This will be accomplished by their participation in primary activities, individual and group counseling sessions, regular and special education programs, tutorial programs, and computer-generated remedial programs.

Through in-service programs, the school counselor and teachers will undergo special training related to the needs of homeless students and significant attention will be given to enabling the homeless student to make the transition into a new setting, thereby encouraging high educational standards. Physical, dental and mental health needs of the child will be met through services provided by Charles Henderson Child Health Center. Troy City Schools' counselors will assist in the referral process by paying particular attention to the needs of homeless students. Counseling sessions at school, both individual and small group are conducted on a regular basis. The majority of the students are from single parent homes where child abuse may be common. Counselors and teachers will be trained in understanding the warning signs and potential affects of abuse. School personnel will take a special interest in the students through the mentor/advisor program. Each homeless student will be assigned

to a mentor/advisor who will remember his/her birthday, holidays, and special occasions. Constant encouragement and recognition will be given for academic performance and other accomplishments. Homeless students will be exposed to a loving and caring environment that is conducive to learning.

Typically, the homeless student is deficient in academic skills. Before and after school programs will be designed to focus primarily on remediation in the areas of reading, math, and language skills. Most homeless students are deficient in course credits and are not progressing at the rate where promotion or graduation is a reality. In order to address this problem, the Alternative Learning Center, Charles Henderson High School, and Charles Henderson Middle School implemented computer-generated Plato Learning programs where students can work at their own pace and make up needed academic credits. Homeless students will be given first priority to these programs and access to summer school with financial assistance from State funded programs such as High Hopes.

The Troy City School System made a commitment in its board policy to meet the needs of the homeless student (See Attached Board Policy- FILE: JAA and FILE: JBC). The school administrators and counselors are trained in the identification process for homeless students and in the proper enrollment procedures. In-service programs are conducted for teachers to assist them in the identification of students who were missed during the regular enrollment process. The individual schools' intervention teams are expected to monitor the education plans of every homeless student and make the necessary modifications to meet the needs of the homeless student. Special education referrals will be expedited. Each school will provide materials, supplies, and fee waivers as needed for students.

The majority of homeless children served by Troy City Schools are housed in foster care homes. Troy City Schools' counselors and Troy University Group Home social workers have a good working relationship. These two groups work closely to ease the student enrollment process. Troy City Schools and Troy University Group Home work together to make sure that the educational plans are appropriate. Social workers, teachers, counselors, parent involvement coordinators, and/or principals meet on a regular basis to discuss student needs. It will be the responsibility of this team to ensure that homeless students' educational plans are revised as needed and that all policies and procedures are carried out. The Troy City

School District will ensure that the proposed activities will not isolate or stigmatize the homeless child. Homeless students are fully integrated into all classes and school activities. The student's family background will present no limitations or interferences with academic placements. When group counseling is needed, counselors will hold evening sessions at appropriate locations so there will be no stigma attached to being homeless. Homeless students will be offered every opportunity for social interaction enjoyed by the regular student.

The Troy City School District has adopted a school policy which mandates the continuous identification and monitoring of all families moving into the school district. The coordinator of Homeless Education, attendance personnel, and individual school counselors are charged with this responsibility. These individuals are also assigned the primary task of removing any and all barriers that will prohibit homeless children and youth access to the same free appropriate public education provided to other children and youth in the school district

Troy City Schools has a representative on the Troy/Pike County Inter-Agency Council. These representatives will coordinate with the schools to ensure that homeless students' needs are met. Agencies that are represented on this council are Pike County Department of Human Resources, Pike County Department of Youth Services, East Central Mental Health Children Services, Troy Housing Authority, Organized Community Action Program, Pike County Health Department, Charles Henderson Child Health Center, Troy University Group Home, and local churches.

The projector coordinator, Chresal Threadgill, serves as a central office director for Troy City Schools. He has attended, participated, and presented a number of educational workshops and activities designed for addressing the needs of school-aged children and specifically those who are identified as homeless. Also, Troy City Schools' counselors (Dottie Jones and Joy West at Troy Elementary School, Stacey Carpenter at Charles Henderson Middle School, and Julie Thomas and Sonya Wright at Charles Henderson High School) have Masters' degrees. These counselors conduct large group, small group, and individual counseling sessions designed to meet the needs of the homeless children and youth. The counselors will be the initial identifiers of homeless students and will coordinate enrollment and educational planning.

Continuous evaluations, both formal and informal, will be conducted to determine the overall strengths and weaknesses of the program in achieving its espoused goals and meeting the needs of all homeless students. An evaluation committee consisting of school counselors, the Coordinator of Homeless Education, Troy University Group Home, Troy Housing Authority Officials, Mental Health Counselors, and Teachers will be formed. The committee will develop a means of contacting all community agencies that are involved with homeless children and youth. The feedback from the agencies will be instrumental in enabling the committee to address needs that are not sufficiently met. In addition, the homeless students will be asked to complete surveys. Their academic progress will be closely monitored through teacher reports. The surveys will also address their social development, self-esteem and school adjustment.

Consistent communication will be maintained with the parents or legal guardian of the homeless student and their input will be utilized in determining the effectiveness of the program.

The survey instrument that parents are asked to complete will address the following areas:

- a) Are homeless students able to assimilate with the overall student population at their respective schools?
- b) Are homeless students attending school on a regular basis?
- c) Are homeless students maintaining satisfactory academic progress? What barriers if any are presenting obstacles for homeless students from achieving academic success?
- d) Are the health needs of homeless students addressed?
- e) Does the homeless child or youth have a means of transportation to and from school?
- f) Are homeless high school students making plans for enrolling in postsecondary schools, vocational training schools, or entering the workforce?

The answers to these questions are recorded and maintained by the counselors and shared with the administrators and faculty of the respective schools.

(P) A description of the strategy the local educational agency will use to implement effective parental involvement under Section 1118.

Troy City Schools believes there must be a positive relationship between school, home and the community for student success to exist. The system's parental involvement plan was designed to outline strategies that will be utilized in shrinking the communication gap between parents and the school. Parents serve as a great resource in helping student achievement at all grade levels; therefore, parental assistance is greatly encouraged and vital to the growth of Troy City Schools. The major strategies for parental involvement utilized by Troy City Schools are as follows:

- Communication, through newsletters, meetings, website, and individual conferences.
- Hosting special events and highlight student work, talents, and achievement.
- Solicit parental input and encourage parental participation within the school day.
- Parental involvement in the development and review of the School-Wide plan.
- Parental activities that provide emotional and financial support for the school.
- Coordinate and integrate parental involvement strategies with other programs such as Head Start and other public preschool programs in order to maintain on

going communication with these agencies to remain responsive to the needs and desires of participating parents.

(Q) A description of 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?

Qualifications – At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including, at a minimum, the following:

- i. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- ii. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- iii. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- iv. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

At the beginning of each school year, every child will receive a copy of the **Troy City Schools Parent Information Guide**. Each parent will sign that the booklet has been received. The initial notification for *No Child Left Behind* Parents’ Right-to-Know is in the booklet. This is distributed to all new students as they enroll during the school year.

As soon as possible, parents will receive a letter from the superintendent explaining their options under the provisions of NCLB Parents’ Right-to-Know. Although only two of the schools are Title I school-wide projects, all students will participate in this initiative because of the size of the system. The letter will be hand-delivered during parent-teacher conferences if at all possible. If the parent does not come to the open

house or the scheduled conference, the letter will be mailed or sent in the child's weekly folder.

A copy of the letter for the current year will be attached to this plan yearly for documentation. The letter serves as documentation that all requirements of the law are covered by the plan.

(R) Where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

Federal funding is allocated for students to increase their academic achievement and close the existing gaps between poverty and non-poverty students. These services are provided after school, during school and the summer. Retired teachers are employed during the school day to assist students who are experiencing academic difficulties; however, the funding for these services supplements and never supplant. The services for the students from disadvantaged backgrounds will be provided if only local funding existed. The pursuit to achieve academic excellence for all students is conducted with highly qualified teachers and staff. The Title I plan is reviewed annually by members of the Federal Programs Advisory Board. The advisory board consists of teachers, administrators, community persons, and parents.