

Franklin

Dates of Plan Duration: July 1, 2011 – June 30, 2016 or for the duration of the Agency's participation under Title I, part A of NCLB	
Name of Local Educational Agency (LEA):	Franklin County School District
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CERTIFICATION

The filing of this plan has been authorized by the governing body of the applicant and the undersigned representative has been duly authorized to file this plan and act as the authorized representative of the applicant in connection with this plan.

I Nina Marks do hereby certify that all facts, figures, and representations made in this Local Educational Agency Plan are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this plan. Furthermore, all applicable statutes, regulations and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this plan. The plan will be reviewed periodically and revisions may be made as necessary. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff.

Further, I understand that it is the responsibility of the agency head to obtain

from its governing body the authorization for the submission of this plan.

E)

Maria M. Marks
Signature of Agency Head

Superintendent
Title

June 30, 2011
Date

ASSURANCES

TITLE I, PART A

The LEA, hereby, assures that it will:

- A. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- B. Provide technical assistance and support to schoolwide programs.
- C. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- D. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
- E. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
- F. Take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically-based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- G. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- H. Work in consultation with schools as the schools develop and implement

- their plans or activities under sections 1118 and 1119.
- I. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
 - J. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
 - K. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
 - L. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
 - M. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
 - N. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
 - O. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
 - P. 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.
 - Q. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
 - R. Submit an amendment, as appropriate, to the Local Educational Agency Plan as required under section 1112 of Title I, Part A of NCLB Act of 2001;
 - S. Abide by the General Education Provisions Act (GEPA); and
 - T. Ensure that all activities and services described in this application address

required activities and clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.

- U. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
- V. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
- W. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

1. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
2. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
3. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

Local Measures of Student Performance (Other Than State-Level Assessment)

(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 to:

- **determine the success** of children served under this **part in meeting the**

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

- **assist in diagnosis, teaching, and learning in the classroom in ways that best enable low achieving children** served under this part to meet State student achievement academic standards and do well in the local curriculum;
- **determine what revisions are needed to projects** under this part so that such children meet the State student academic achievement standards; and
- **identify effectively students who may be at risk for reading failure** or who are having difficulty reading through **the use of screening, diagnostic, and classroom-based instructional reading assessments**, as defined under section 1208;

The Franklin County Schools District and its Title 1 schools will use the academic assessments described in the State plan under section 1111(b)(3) to determine students' success in meeting the State student academic achievement standards and to provide information to educational leaders, teachers, counselors, parents, and students on their progress towards meeting, maintaining, or exceeding the State student academic standards.

In addition, the Franklin County School District and its schools will use progress monitoring and academic achievement assessments. The assessment data will be used to guide District and School Improvement Plans, curriculum mapping, and as a tool to create, modify, or enhance individualized, differentiated instruction. Also, the results of statewide assessments, along with monitoring data from other assessments, will be used to determine what revisions and/or modifications are needed in District projects to assist students in meeting academic requirements. The data will be examined and disaggregated for indicators that will assist in early identification of students who may be at risk for reading failure or are having difficulty reading. Most of our assessments apply to all grade levels and are ongoing. Some assessments are for specialized populations or are grade level specific. Instruments used for assessment, screening, diagnosis, and evaluation may include, but are not limited to, the following:

- *classroom-based, teacher developed tests
- *basal reader tests
- *running records
- *fluency timings
- *math text-based tests
- *computerized Reading and Math assessments via Compass Learning, Star, Academy of Reading, Accelerated Reading/Math & Success Maker
- *FCAT practice test, FCAT Explorer, FCAT Test maker
- *rubric scored writing tests
- *FAIR – Reading Assessment
- *Think-link - Math and Science Assessment
- *Work sampling System
- *SAT 10 (non-FCAT testers, 3rd grade Summer Reading)
- *Brigance achievement
- *DAR - ESE
- *CIMS focused assessments

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;

In addition to academic indicators described in section 1111 of the No Child Left Behind Act and SEA required indicators, the Franklin County School System will review the following indicators for impacting student academic success:

*daily attendance

*discipline referrals and sanctions

*promotion/retention rates

*secondary graduation rates

*Examination of actual parent involvement in invited school functions, such as IEP's, RTI & teacher conferences, school activities, etc.

(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;

Each Title 1 School in Franklin County will provide additional educational assistance to individual students identified as needing help in meeting the State's challenging student academic achievement standards. This assistance will be provided through the use of effective strategies and supplemental materials as determined by each Title 1 school in accordance with its comprehensive needs assessment.

The assistance offered to the students, identified as most at risk of failure, will be based on effective, scientifically research-based strategies. The strategies may include, but not be limited to:

*supplementary Title 1 services

- *targeting students in elementary grades,
 - *developing/implementing AIPs with parental input,
 - *extended day instruction,
 - *tutoring.
 - *extended year services, computer-assisted instruction,
 - *smaller class size,
 - *parental involvement activities,
 - *mentoring,
 - *supplementary reading classes during the school day,
 - *coordinated with community-based groups offering academic assistance,
 - *parent training in assisting student's study habits/skills, and
 - *assistance in providing after school services transportation.
-

Planned Improvement for Professional Development

(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;

The Franklin County School District staff, school administrators, teachers, PAEC, and DOE support personnel, working in committees, assess teachers and the administrative staff for the coming school year. The collaboration of Title 1, Part A with Title II is a natural partnership. Through collaboration, duplication of services is eliminated, and services are more efficient. The effectiveness of our work is supported through the use of the school leadership team, the Franklin County District Leadership team and questionnaires completed by school administrators working together with our schools to determine needs of professional development. Timely meetings are held to foster strong communication among the staff members in the departments of Curriculum and Instruction, Research and Accountability, Professional Development and School/Community relations to identify the needs of the leadership of the school's. Professional development will be aligned with teachers' professional development individual plans and tracked as to their success. The alignment of all Franklin County Schools' stakeholders to the Sunshine State Standards/Common Core State Standards is the foundation of our work.

Coordination of Educational Services for Early Childhood Programs

(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 in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, such as —

- (i) 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
- (ii) 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.

(1) Franklin County Schools will coordinate and integrate Title 1 services with Head Start, VPK, School Readiness, and other pre-school programs through strategies including, but not limited to, the following:

- * Actively collaborating with Early Learning Coalition of Franklin County,
- * identifying students who have participated in school readiness programs as eligible for Title 1 services when they meet the selection criteria,
- * Offering students entering kindergarten and their parents the opportunity to attend "Transitioning to Kindergarten" workshops, and
- * Ongoing planning and collaboration of activities with Head Start, PreK, and other preschool programs.

(II) The Title 1 program and other programs in which the Franklin County School District participates will coordinate and integrate services for children with limited English proficiency, children with disabilities, migrant children, neglected/delinquent youth, Native American children, homeless children and immigrant children by:

- * ensuring that children in these subgroups are eligible for participation in the Title 1 program on the same basis as other children,
 - * offering support from Child Study teams to students in identified subgroups,
 - * participating in the planning and implementation of Individual Educational Plans for exceptional education students who may receive supplementary Title 1 services,
 - * assisting in the preparation of limited English proficiency plans for ELL students identified for participation in Title 1 program, and
 - * assuring that all academic services rendered are scientifically researched based.
-

Poverty Criteria

(F) a **description of the poverty criteria** that will be used to select school attendance areas under section 1113;

Schools in the Franklin County School System will be selected for Title 1 services based on the percentage of students in grades preK through Twelfth grade enrolled in that school that are identified as being economically deprived during the February FTE count. The District's schools are served in

order of their poverty level. Currently, only schools qualifying as schoolwide projects are being served. The LEA will serve all schools with a poverty level of 65% and above. All District elementary schools have poverty levels in excess of 40%.

STUDENT SELECTION PROCESS, TARGETED ASSISTANCE SCHOOLS

(G) 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;

If during the course of this law, a school becomes eligible for services based on this model, District Level personnel in consultation with teachers, representative parents, administrators, and pupil services personnel will establish selection criteria for the students most in need of Title 1 services, adhering to the guidelines set forth in Title 1 of the "No Child Left Behind Act of 2001" and any subsequent changes forthcoming in the 2007 reauthorization of NCLB. The law requires that students selected on the basis of multiple educationally related objective criteria. A major consideration when selecting students to be served shall be criterion and/or norm referenced test scores; teacher judgment, checklist of objectives, performance on other relevant assessments such as diagnostic and/or other screening instruments shall be included in the selection process.

The students in kindergarten through second grade shall be selected on developmentally appropriate measures such as those recommended by the State and those enumerated in section (A). Other criteria such as parent interviews and teacher judgment, backed by objective measures, shall be utilized when selecting student for supplemental services.

The selection process shall include procedures for identifying and exiting students who no longer need services from the program.

Educational Services – Neglected & Delinquent Children and Youth

(H) a **general description of** the nature of the programs to be conduct

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**;

The Title 1 program in the Franklin County School District currently serves only schools that qualify as schoolwide projects. The present emphasis, based on needs assessments, is improving reading and math skills in the elementary and middle grades. The materials and strategies selected for use and implemented in the Title 1 schools are scientifically research-based and are chosen to effectively strengthen the core academic program of the schools. The educational materials and strategies utilized are determined by the individual school's comprehensive needs assessment and are outlined in each school's School Improvement/Title 1 Plan. The strategies may include, but are not limited to, the use of reading and math coaches; schoolwide professional development, such as Florida Reading Initiative and SUMS; instruction by highly qualified teachers; tutorial services; regrouping for reading and math; intensive reading and/or math remediation; lower student-teacher ratio; extending reading and math instructional time; extended day instruction; content area reading activities; reading/math readiness assessments and subsequent readiness development activities; ongoing monitoring of reading and math achievement; specialized reading and math curriculum supplemented with relevant materials; and contracting of outside consultants for complete analysis and needs assessment to improve achievement and/or provide highly specialized professional development.

Franklin County has no institutions/community day schools serving neglected or delinquent students, nor any students identified as N or D. If during the effective period of this law, a need arises for N &/or D youth educational services, services would be equitable to those now provided to LEA's Title 1 schools. Currently, other than ESE services provided at each Title I schoolwide project school, drop-out prevention services are provided at each site serving secondary students; with a separate campus designated for those students requiring extensive intervention. Students are assigned to the alternative school based on Board directive, court order, IEP team decision, or principal recommendation.

Student Selection Process, Migratory Children and Youth

(I) 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;

The Panhandle Area Educational Consortium Migrant Education Program has staff members that work as links between the LEA and the migrant families to identify and document the migrant eligibility of migrant youth, provide the data to the district data personnel and help to ensure that eligible migrant youth receive supplemental services that they may need beyond what the LEA can provide. In cases where students are no longer migrant-eligible, they may be able to receive continuation of services provided that they were enrolled in at least the 9th grade at the time their migrant eligibility expired.

In addition, the guidance counselor or other school personnel will call our program offices to notify the Title I Coordinator of any new potential or returning migrant students in their schools. Migrant services are provided to the LEA through an agreement with the PAEC. The PAEC Coordinator visits the Title I Coordinator and each school at least quarterly. Guidance counselors, teachers, & principals assist in the identification of migrant students. The registration forms are the primary means by which eligibility is determined.

Use of Title I Funds To Support Preschool Programs

(J) 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**, and 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;

The Franklin County School District is not using Title 1 Part A funds to support preschool programs. Title 1 funds are not used to serve the Early Childhood Component in areas other than Transition to Kindergarten, transportation for community-based experiences, and parent involvement activities. The District uses other federal, state, and local funding to support the majority of early childhood services.

School Improvement Process – SINI/Corrective Action/Restructuring

(K) a **description of the actions** the local educational agency will take to **assist its low-achieving schools identified** under section 1116 as in need of improvement; corrective action, or restructuring.

Schools identified as in need of improvement (SINIs)

The Franklin County directed curriculum alignment and the development of a Franklin County Leadership Team that meets to analyze data and to make decisions about curriculum design, SES from state-approved providers and extended year programs have been initiated. Focused staff development, teacher mentoring and budget monitoring are provided by the Franklin County to ensure that AYP is achieved. All schools are provided reading, math and science coaches to assist in reading, math and science assessments and instruction. Researched-based curriculum and software have been purchased to assist schools not making AYP to enhance students' capacity to achieve higher academic standards. Parents are notified annually of the district's and school's status. The Franklin County schools will continue with implementation of the Continuous School Improvement Model (CSIM), Response to Intervention (RTI) and Positive Behavior Support programs (PBS) to support a positive and meaningful school learning environment.

Schools identified for corrective action

Franklin County has only one school in corrective action and has implemented the CISM, RTI and PBS programs to address the requirements of dealing with corrective action. In addition, the schools have added reading, math, and science coaches to work with and train individual classroom teachers in helping with new instructional concepts along with classroom interventions which enhance learning opportunities for the slower students. Franklin County has increased its professional development to address the identified needs of better development of lesson plans and the implementation of differential instruction. The SIP was developed using the SIM. Specific areas of focus were extrapolated from the FCAT data and a monthly calendar was developed using the Sunshine State Standards/Common Core Standards, outlining instruction.

A 21st century grant is also in place, providing additional learning opportunities for our elementary and middle school students. Franklin County offers, through Title I School Choice, SES services for our lower performing students. Parents will be notified by letter on an annual basis as to the Franklin County School's status in regards to their school grades, AYP status and of their highly qualified teachers status.

Schools identified for restructuring

Currently, none of the Title I schools are identified by the district for restructuring.

Public School Choice Options

(L) Describe the actions the local educational agency will take to implement NCLB Public School Choice Options, consistent with the requirements of section 1116:

PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

NOTIFICATION TO PARENTS:

PL 107-110, Sections 1116(b)(1)(E) and (b)(6)

For Title I schools identified as in need of improvement, corrective action, and restructuring, the LEA must, no later than the first day of the school year, provide the parents of each student enrolled in the school with the following information:

- the school's status and what the identification means
- how the school compares in terms of academic achievement to other public schools in the LEA
- the reason(s) for the identification
- what the school and LEA are doing to address the academic problem(s) and how parents can help
- options for public school choice, including transferring to another public school and supplemental educational services, as applicable.

If Choice with Transportation can be offered:

By the end of June each year, letters will be mailed to parents of any school that did not make AYP (in need of improvement, in corrective action or restructuring). The letter will explain to parents why the school did not make AYP and their options for school choice.

Parents will be requested to return a completed form on which they have marked their choices. Time frame for return of the letters will be three (3) weeks. A self-addressed, stamped envelope will be attached to the letter to facilitate a quick

and easy return.

The letter will include the name and phone number of a contact person parents can call if they have questions. When choice is established, bus routes will be put in place to accommodate choice with transportation, prior to the beginning of the official first day of school.

If Choice with transportation cannot be offered:

Franklin County is a small rural district. Neither of the schools in the district have Made AYP during the last two years. We are working hard to achieve AYP. Due to the lack of availability of schools we have no choice with transportation for our students at this time. The district recognizes that choice in public schools will cultivate the positive parental involvement needed for the child's success.

During mid June, the LEA will draft and mail notification to parents of each student enrolled in a Title I school identified as in need of improvement, corrective action, or restructuring. The parental notification will include the reasons the school is so designated with options for the parent that are understandable and a uniform format, and in a language the parents can understand. The LEA includes phone numbers, fax numbers, and alternate options for communicating with the school or LEA.

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Funds for Transportation and Supplementation Educational Services

PL 107-110, Sections 1116(b)(10)(A) (C) and 1116(e)(2)(C)

The LEA must reserve an amount equal to 20 percent of its total allocation to implement the LEA's public school choice plan. Of this amount, a minimum amount equal to five percent of the Title I allocation must be allocated to support the costs of choice with transportation, and a minimum amount equal to five percent of the Title I allocation must be set aside for the costs associated with the provision of state-approved supplemental educational services. If the amount of funds is insufficient to provide supplemental educational services to all eligible students whose parents request the services, the LEA must develop a process to prioritize the provision of supplemental educational services to the lowest-achieving students.

The Title I Part A project application requires the allocation of 20

percent of the available funds to be set aside for NCLB public school choice options. The LEA will insure that 5 percent of this amount is allocated to provide for choice with transportation. The remaining amount will be utilized for SES services. Should there be a need to prioritize services for SES eligible students, the free and reduced lunch, lowest achieving students (tier III) as evidenced on the statewide assessments would receive priority. The students exhibiting the greatest need in the area of reading proficiency would be served first should there be insufficient funds to provide services to all free or reduced students whose parents request the services.

SUPPLEMENTAL EDUCATIONAL SERVICES

Notification to Parents:

PL 107-110, Sections 1116(e)(2)(A) and (B)

For each school identified as in need of improvement for two or more consecutive years, the LEA must provide annual notice to parents of all eligible students enrolled in the school of the availability of supplemental educational

services, including:

- a list of state-approved providers serving the LEA
- a brief description of services, qualifications, and demonstrated effectiveness of each provider
- an offer to assist parents in choosing a provider.

At the beginning of the school year schools implementing Title I program's, and are designated as being in year two or more of school improvement, as defined by the No Child Left Behind Act of 2001 (NCLB), will send letters of notification to the parents right for their child/children to receive free tutoring. A parent letter will go out early August from the Principal's of the schools to those families having students identified as in need of tutoring services. The State-Approved Supplemental Educational Services (SES) provider, through an advertisement campaign and the schools SES/parent fairs contacts the families of students needing supplemental tutoring services. During the Fall, parents selecting SES can visit their child's home school or attend one of the SES/parent fairs to complete an application for SES services. The applications are turned in to SES coordinators at each school.

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LEA/Provider Contract:

PL 107-110, Sections 1116(e)(3)(B)(C)(D) and (E)

The LEA must enter into agreements (contracts) with each state-approved provider that parents selected within the LEA. The agreement must:

- address the development and implementation of the Parent/District/Provider Agreement (PDPA)
- describe how the student's parents and student's teacher(s) will be regularly informed of the student's progress
- provide for termination of agreement if the provider is unable to meet goals and timetables
- contain provisions for payments to provider by the LEA
- prohibit provider from disclosing any student identifiable information.

A contract has been developed in collaboration with the Superintendent's office, and is approved annually by the Franklin County School District Board. The draft contract follows the sample template provided by the FLDOE in the SES Toolkit provided to districts, and addresses the roles and responsibilities of the provider, district, and parents. Included in the contract are terms that address how student progress will be measured, how parents will be notified of the prescribed intervention schedule, as well as language addressing the need to maintain student confidentiality. Providers must have a fully executed contract with the District, as well as a full approved and executed Parent/district/Provider/Agreement (PDPA), prior to providing services to students.

Providers must notify parents of their child's progress a minimum of once per month and submit documentation to the District as part of the invoicing procedures that this notification has occurred.

Providers can utilize District public school facilities on the same basis as other community organizations, agencies, or institutions already utilizing District facilities and in accordance with fees established by School Board policy. A provider who desires to use the school district's facilities must be a "not for profit"

organization and must make a separate application for use of facilities through the District's Facilities Usage Procedures, which outlines a facilities user fee, which is the sole responsibility of the Provider, and is at the discretion of the site-based administrator. Payment and termination clauses are also included in the contract.

Background checks and fingerprints for all provider employees are monitored by the District. Providers are notified regarding the Jessica Lunsford Act provisions. They are instructed to contact the school district and make an appointment to be fingerprinted. If an employee has been screened by another county in Florida that has a Memorandum of Understanding with the School Board, the School Board will accept screening and clearance. After fingerprints have been cleared, photo identification will be required at each school site before being allowed on school grounds.

Parent/District/Provider Agreements (SLPs):

PL 107-110, Section 1116(e)(3)(A)

The LEA must enter into agreements (SLP) with each state-approved provider that parents selected in the LEA. The SLP must be signed and dated by the parent, the LEA, and provider prior to the provision of services, and must include:

- specific student achievement goals for the student
- how each student's progress will be measured
- timetable for improving achievement
- for students with disabilities, consistency with individualized education program.

The District SLP was developed in consultation with the Superintendent and the Title I Coordinator. All required components are included in the SLP. Parents will give consent for the district to release records upon signing the SES Application. The district will provide student data to enable the provider to address individual students' needs. After parents select a provider, the district will give the provider a student list. The Provider will be responsible for contacting the parents to set up a time for assessments. After assessments are completed, the provider will schedule a meeting with the parent and district to complete the PDPA and PMP. Providers are required to assess students prior to completing the PDPA. PDPAs must be completed prior to students receiving services. Providers will be required to send student progress reports to teachers and parents every six weeks. If teachers and parents do not receive reports, they will be asked to notify the principal. The provider must state in the students' SES Academic Plans how they will address individual needs of SWD and LEP students. Services will be aligned with IEP's and LEP Plans when appropriate. After attempts to have all three parties physically attend, the service provider can make contact by phone. The Title I Coordinator will visit tutoring sites on a monthly basis to ensure that PDPAs are being implementing as stated in the

Highly Qualification Requirements

((M) a description of how the local educational agency will meet the requirements of section 1119;

The LEA has set aside a percentage of the total Title I, Part A allocation to support Title II funding in providing professional development to teachers in attaining HQ requirements. Trained facilitators are in place within the district to provide assistance for teachers to meet HQ status in reading.

Educational Services for Homeless Children and Youth

(N) 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);

Children identified as homeless are immediately enrolled and provided all services available to the district. Funds are designated out of the district Title I budget to address the needs of students identified as homeless. Services are primarily supplemental educational support but will include needed social services if not available from other sources. There are no homeless shelters in Franklin County. In 2010 The FCSD established a Homeless Liaison who has addressed every need of the McKinney Act by placing posters throughout the county, identifying and networking with other state, county and local agencies in aiding in finding clothes, medical and dental care, and housing. The homeless liaison has established a network to alert families in Franklin County on how to get the services they need by addressing issues through the newspaper, radio, and literature. Contact information on homeless education is made available at local churches, motels, trailer parks, camp grounds, and other locations. The homeless liaison has done professional development within the schools as well as in the community, helping other professionals understand the needs of the homeless and how they can help. With the approval of the family, transportation to the students' home school will be provided if displacement occurs with the district.

Parent Involvement

(O) a **description of the strategy** the local educational agency will use to **implement effective parental involvement under** section 1118; and

Franklin County will implement effective parental involvement through the following strategies:

- * Develop and disseminate of an LEA Parental Involvement Policy, with appropriate parental input. In 2010, FCSD established a Parent Involvement Committee to review current parent involvement plans.
- * Reserve a minimum of 1% of the LEA's Title 1 Part A allocation for parental involvement with 95% of that amount being allocated at the school level.
- * Coordinate parental involvement activities with other programs such as ESE, ELL, and Kindergarten Readiness.
- * Conduct an annual review of the parental involvement policy and make changes as appropriate. This annual review is accomplished through the Office of Special Programs & Support Services during the summer. The director gathers parents, community members and educators to conduct the review.
- * Facilitate communications between school personnel and families, in the families' homes or at school by providing release time for teachers to facilitate conferences.
- * Notify parents annually of the school's Title I status during Open House and other school events. 2010 the FCSD established an annual Title I annual meeting to inform parents of the benefits of title grants, the uses of monies and solicited questions and suggestions as to school needs.
- * Offer parent involvement activities at flexible hours, during the day and at night, to encourage maximum participation.
- * Develop parent-teacher-student compacts during the first nine weeks of school.
- * Provide inservice for parents through the school's guidance departments in how parents can assist with helping improve their child's academic performance.

Extended Learning Opportunities

(P) 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**.

The LEA will use Title 1 funds to serve students in extended school year programs (summer reading programs), after-school extended day sessions, and to meet the tutoring needs of any non-Title 1 student who meets the definition of homeless, migrant, immigrant, neglected and/or delinquent and other qualified subgroups.

Parental involvement activities will be offered to help parents learn methods for home support to meet the academic needs of their students.

The extended services will be focused on increasing student academic achievement.

The determination of need for extended services are made at each school site, in collaboration with the LEA, and supported with Title 1 funds.

