2013–2014 Leon County Schools
Local Education Plan (LEA) (Revised 1/13)

Dates of Plan Duration: July 1, 2013–June 30, 2014 or for the duration of
the Agency’s participation under Title I, part A of NCLB

Name of Local Educational Agency (LEA):
Leon 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 Jackie Pons do hereby certify that all facts,
figures, and representations made in this Local Educational Agency Plan are
ture, 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) __________________________________________
Signature of Agency Head

Title

Date 1/17/13
LEA ASSURANCES TITLE I, PART A
The LEA, hereby, assures that it will:

A. Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

B. Provide technical assistance and support to school-wide 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 develops 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;

Guidance: If, in addition to the statewide assessments (FCAT), the LEA uses additional local high quality assessments, provide a clear and concise description of such assessments and measures relevant to identifying the instructional needs of low achieving students and the grades to which they apply. How will the results be used to determine teaching strategies and monitor student progress? What time intervals will assessments be administered and who will be involved in selecting assessments.

Response: In addition to the state-level assessment (FCAT), Leon County Schools will use several high-quality assessments for screening, diagnosis, progress monitoring and outcome assessment. The following list includes: Name of instrument (grade level at which it is used) and the approximate time when the assessment is used:

- FAIR (Florida Assessment in Reading: 3 times a year)
- Differentiated Accountability Assessment: baseline and midyear
- WUR (Writes Upon Request; each nine weeks)
- FLKRS (Florida Kindergarten Readiness Survey: August-September)
- STAR Reading/Math (3-5): mid-year
- K-TEA – Kaufman Test of Educational Achievement, Comprehensive Form-Reading Comprehension/Mathematics subtests (2-8): beginning of year and end of year.
- Woodcock-Johnson Test of Achievement in Reading/Mathematics (1-9): beginning of year and end of year
- TOWRE – Test of Word Reading Fluency (1): beginning, mid and end of year
- Prescriptive computer programs: Pearson Success-maker, Accelerated Reader, Compass Learning (3-8): Ongoing and Waterford Pre K-2 grades: Ongoing
- DAR – Diagnostic Assessment of Reading (4-12): beginning of year and as needed
- Iowa Test of basic Skills K-2: April 2012
- Early Reading Diagnostic Assessment (ERDA) (K-3): beginning of year and as
needed

For progress monitoring, FAIR and the prescriptive computer programs are used to track student progress and to make instructional adjustments or modifications when students do not seem to be making adequate progress.

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;
Guidance: To ensure students success in meeting the State academic achievement standards, describe other indicators that may be used in an effort to identify students who are in need of intervention (i.e., daily attendance, discipline referrals, promotion/retention rates, graduation rates, suspensions (in-school and out-of-school), etc.)
Response: The district will use daily attendance, discipline referrals, promotion/retention rates and suspensions (in-school and out-of-school) to identify students who need extra counseling assistance, mentoring programs, assistance with an advocacy group or tutoring (peer, cross-age or adult) both during the school day and extended day programs.

(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.
Guidance: Description should include the use of strategies such as: development of an AIP, extended learning opportunities, computerized instruction, extra reading and/or math sessions, tutorial programs, smaller class size, small group instruction, mentoring, extra counseling assistance, advocacy groups, grade level team meetings with parents, parent training in providing at home support, assistance in providing transportation to students unable to utilize after school services, etc.
Response: Additional educational assistance will be available to all students needing help in meeting the State’s challenging student academic achievement standards through smaller class sizes; 1x1 and small group tutoring in reading, writing, math and science by highly qualified teachers and paraprofessionals; mentoring through trained and qualified mentors; performance based computer programs (Pearson Success Maker, Compass Learning/Odyssey); Community Learning Centers in high needs areas for children and families; extended day/extended year programs in all schools offering a variety of assistance including transportation to students and families; parent workshops and parent literacy programs information on how to help their child at home.

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; Guidance: Description of LEA strategies for coordinating all of its professional development activities including those funded by Title II. Description should include the strengths and needs for professional development and should clearly explain how activities are:
- aligned with State standards and assessments
- based on scientific research
- designed to eliminate achievement gaps
- based on needs of teachers and principals
- based on collaborative planning
- designed to enable teachers to address the needs of diverse students, improve student behavior, understand and use assessment data and involve parents

Response: The Leon County Schools Title 1 program office will collaborate with the district Staff Development office, Teacher Education Center, Title II Program, ESE, FDLRS, Early Childhood and other NCLB, state and local offices to coordinate professional development topics and programs that are identified through the needs assessment and school improvement planning process. Training opportunities will be available for teachers, parents, administrators, paraprofessionals and other staff as data indicate. The opportunities shall be based on scientific research and shall be:
1. Tied to challenging state content and student performance standards.
2. Inclusive of methods to address gender-equity, ESE, ESOL, needs of diverse student populations and their parents and designed to eliminate the achievement gap.
3. Reflective of research on teaching and learning and contributing to improvement in the classroom and throughout the school.
4. Designed to have a positive impact on teacher performance in the classroom.
5. Developed with the extensive participation of teachers, as appropriate.
6. Developed and designed to include all shareholders (teachers, parents, administrators, non-instructional staff, paraprofessionals, and other staff) as appropriate.

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

Guidance: Describe LEA’s strategies for ensuring coordination and integration
of services to increase program effectiveness between Title I and other educational programs at both the district and school levels to address targeted students.

Response: The Leon County Title 1 Program will assist in coordinating and integrating with health and social services in the community and other departments within Leon County Schools to assure that children and families are prepared for a successful school experience. The transition from pre-k to kindergarten will be coordinated by the school centers/sites and meetings held to give parents and students an opportunity to become familiar with the school. Information will continue to be widely disseminated to parents through local pre-K programs, churches, homeless shelters, and private schools regarding registration for school and all health requirements.

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

Guidance: Criteria should match the same measure of poverty used in completing Title I, Part A Public School Eligibility Survey.

Response: An Annual Economic Survey will be conducted based on the February Full Time Equivalent (FTE). Schools reflected in the MIS system above the district average will be considered Title 1 eligible. Schools in Leon County with 65% or more of students on free or reduced-price lunch on the last day of the February FTE (date certain) will be served with Title 1 funds. Pre-k students will not be a part of this calculation. Currently, only schools qualifying as school-wide projects are being served.

In the event that a non-public school elects to participate, free or reduced lunch criteria will be used to determine the number of economically deprived students. The principal or head administrator of the private school will certify that the economic survey information for the school is accurate on a designated date certain.

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.

Guidance: Describe method(s) to be used for identifying the academically lowest performing eligible students. Description should include methods used for the various grade levels if different.

Response: All public schools served by Title 1 in Leon County are school-wide programs. There are no Title 1 Targeted Assistance Programs in Leon County.

Educational Services – Neglected & Delinquent Children and Youth
(H) 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;

Guidance: Describe services to be provided to neglected and/or delinquent students being served in: School-wide Programs, targeted assistance programs, neglected programs, delinquent programs, homeless programs and non-public school programs; as well as, services to be provided to students returning to the district, as appropriate. Include LEA’s use of required set-aside for providing comparable services to identified students who do not attend Title I schools.

Response: Services and technical assistance will be provided to neglected and/or delinquent students in Title 1 school-wide programs, neglected or delinquent centers, homeless programs, and non-public school programs, as appropriate, to assist each student in meeting the challenging state educational standards. Funds on a per pupil basis will be set-aside to serve all students eligible to receive services.

Neglected Centers as specified by the State, are eligible for services. Funds will be allocated per eligible student in participating sites for purchasing educational materials, equipment and special services (tutoring, counseling). Delinquent Centers as specified by the State, are eligible for services. Funds will be allocated per eligible student in participating sites and students are served from approved contracted services.

Homeless students in non-Title 1 schools are eligible for services. Funds will be allocated per eligible student for tutoring services, educational materials, and family involvement services.

The Title I office works collaboratively with other programs to ensure that equitable services are provided for delinquent/neglected/homeless youth. A transition plan is in place to assist students in returning to the regular school programs.

Student Selection Process, Migratory Children and Youth

(1) 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;

Guidance: Include policy for timely identification of migratory children and, upon identification, ensure that schools set and document criteria for services for eligible children and youth.

Response: The Panhandle Area Educational Consortium (PAEC)Migrant Education Program has staff members that work as links between the district and the migrant families to identify and document the eligibility of migrant children and youth, provide the data to the district data personnel and help to ensure that eligible migrant children and youth receive supplemental education/support services. In cases where students are no longer migrant-eligible, continuation of services may be provided if the students were enrolled in at least the 9th grade
at the time their migrant eligibility expired.

Also, in an effort to ensure the most timely identification of eligible migrant children and youth, the PAEC migrant program staff members, who speak the language of the migrant children and their parents, report to schools where a majority of the migrant students attend to assist parents with registration in the first 10 days of each school year. Additionally, school personnel will notify the program office of any new potential or returning migrant students in their schools. The PAEC staff members make an effort to know the areas of the community where migrant families reside in order to maximize identification of eligible migrant children and youth who may be of school age but not attending. Every effort is made to assist parents in enrolling their children in school. Emancipated youth, who have not graduated from high school are encouraged to enroll in GED courses and ESOL classes.

The Leon County Title 1 migrant education services will be provided through a multi-district grant from the Florida Department of Education to the Panhandle Area Educational Consortium. The Region 1 PAEC Migrant Education Program, comprised of a consortium of districts, identifies and provides all services to migrant children and youth and their families.

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;
Response: At this time, Leon County Schools Pre-K programs are funded mainly through other funding sources including Pre-K ESE, general funds, IDEA, School Readiness and Voluntary Pre-K. Title 1 funds do support preschool programs computer assisted software and supplemental academic materials.

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.
Guidance: Describe district’s plans as outlined in Section 1116.
Schools identified as in need of improvement (SINIs)
Response: Title 1 schools that have not made AYP for two consecutive years are identified as in need of improvement. The LEA will notify parents of the review of the school data, the AYP status, what it means (as described in Section L) and will advise parents of their opportunity to remain at the school or
transfer to a higher performing school. Title 1 schools that have not made AYP for three consecutive years will continue to be identified as in need of improvement and offered SES in addition to choice with transportation. The LEA will provide technical assistance to SINI schools completing the state approved online submission for school improvement planning and will ensure that the schools in need of improvement receives TA based on scientifically based research programs and best practices. The district intervention team comprised of representatives from School Improvement, Title 1, Curriculum, Staff Development, Program Monitoring, Finance, University and school staff meets on a regular basis to review data, provide additional resources and monitor student and school progress. The LEA will ensure that schools identified as in need of improvement will expend a minimum of 10% of Title I, Part A allocation to provide high quality professional development to the school’s teachers, principal and, as appropriate, other instructional staff. Schools identified for corrective action.

Response: As described for SINI’s required interventions will be continued and Title 1 schools that have not made AYP for the fourth consecutive year and are identified for corrective action will be provided immediate technical assistance from the district Title 1, School Improvement office and district intervention team to determine the areas of need that caused the school to be in corrective action. The district will work with the school administration, SAC, PTO/PTSA and staff to determine the corrective action from the mandated choices. One or more of the following choices for corrective action will be implemented for the following year.
• Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low performing students;
• Institute a new curriculum grounded in scientifically research-based research and provide appropriate professional development to support its implementation;
• Extend the length of the school year or school day;
• Replace the school staff that are deemed relevant to the school not making adequate progress;
• Significantly decrease management authority at the school;
• Restructure the internal organization of the school; or
• Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school’s continued inability to make AYP. §1116(b)(7)(c); §200.42.
Schools identified for restructuring.

Response: In addition to notification requirements as described for SINI’s and corrective action schools, Title 1 schools that have not made AYP for the fifth consecutive year will be provided immediate intervention. The district will impose an alternative governance and continue to offer choice with transportation or SES. The district will provide prompt and timely notice to teachers and parents that the school is developing a plan for implementing restructuring. The district
will allow adequate time for parents and teachers comments before taking action for restructuring. Teachers and parents will be given the opportunity to participate in the development of the plan for alternative governance (letters will have required elements).

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.

**Guidance:** Describe the process and procedures the LEA will use to notify the parents of each student enrolled in the schools identified as in need of improvement, corrective action, and restructuring regarding NCLB public school choice options, ensuring that the notification includes the required components identified above. Communication with parents must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Describe the timelines for notifying the parents and how much time will be provided for parents to consider their options. Describe the process and procedures to be established for enabling parents to communicate their choice of school or supplemental services to the school or LEA.

Include the LEA plans for any additional communication to parents related to NCLB school choice such as meetings, public announcements, newsletters, etc.

**Response:** Leon County Schools Choice office will mail letters to all parents of students in Title 1 schools identified in need of improvement, corrective action or restructuring, no later than the first day of the school year, to provide the following information:

- The school status and what the identification means and what is being done to address the problem
- How the school compares in terms of academic achievement to other schools in the district
- The reason(s) for the identification
- How parents can help
• Options for public school choice, including transferring to another public school and supplemental education services, as applicable.

June - Letters mailed to parents from Leon County Schools detailing the options for choice and SES. In June-July, letters explaining SES mailed to parents of all students in schools not making AYP for three consecutive years, corrective action or restructuring. Letters detail SES, qualifications of providers, services, location of services and those eligible to receive services. July-August-letters with specific information concerning SES mailed to all eligible parents (low-income) along with State approved provider information. Parents will be asked to select a provider and asked to respond in writing with choices in priority order. Parents will have 2-3 weeks to respond. Information on provider fairs will be communicated to parents and all communication will be in language that is clear and that parents can understand.

Leon County Schools will communicate with parents via letters, meetings, and media in an effort to inform parents about options. District and school staff will address questions/concerns parents may have regarding choice and SES via personal conferences, phone, email communication and at local provider fairs. If requested, the district will assist parents in making informed decisions.

**Funds for Transportation and Supplemental 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.

**Guidance:** Describe the process and methodology to ensure the LEA will allocate and use an amount equal to 20 percent of the Title I funds for NCLB public school choice options. LEAs must use an amount equal to five percent of the Title I allocation to provide or pay for choice with transportation and an amount equal to five percent of the Title I allocation to provide supplemental educational services. The remaining amount equal to ten percent of the allocation must be used for transportation, supplemental educational services, or both as determined by the school LEA. Describe the process for prioritizing the provision of supplemental educational services to the lowest-achieving students if it is determined that there are insufficient funds to provide supplemental educational services to all students whose parents request the services.

**Response:** The LEA will allocate an amount equal to 20% of the Title I Part A funds for NCLB choice options. 5% will be allocated for choice with
transportation, 5% for supplemental services and the remaining 10% according to the need (choice with transportation or SES). If there are insufficient funds to serve all low income students whose parents request services for SES, the students will be ranked in order beginning with level 1 students based on FCAT scores or low NRT scores in reading/language arts and/or math with the lowest achieving and retained students given the first priority until all funding is used.

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.

Guidance: Describe how the LEA will notify parents of all eligible students enrolled in a school identified as in need of improvement for two or more consecutive years of the availability of supplemental educational services. Communication with parents must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Describe how the LEA plans to widely distribute supplemental educational services enrollment forms to parents and make the enrollment process easily available for parents to access. Describe the timelines for notifying the parents and how much time will be provided for parents to consider and choose a supplemental educational services provider. Include plans and timelines for any additional communication and outreach to parents related to supplemental services, such as provider fairs, school meetings, etc.

Response: The LEA will notify parents of all eligible students enrolled in a school identified in need of improvement/corrective action for two or more consecutive years of the availability of choice with transportation or supplemental services (SES) after the AYP designation is known (before the beginning of the school year). A second letter will be mailed to parents. All letters will contain all required elements as mandated. Provider packets listing all providers, detailing the services, cost of services and location of services will be mailed to parents of all students in schools designated as in need of improvement for two or more years. To ensure that parents have a clear understanding of choice options, communication will be sent via letters, meetings, newsletters, flyers, TV, newspaper, media and provider fairs. Enrollment forms will be distributed to all parents and students who attend the eligible Title I schools within the original SES packet that are sent via USPS, in backpacks and at the schools. In addition, enrollment forms will be available at the Providers’ Fair(s). Enrollment forms are also available at the district office and will be available online. District and school staff will address questions and concerns parents may have regarding SES via
personal conferences, phone calls, email communication, flyers and provider fairs. The district will follow all federal, state and local policies to ensure that student privacy is protected.

**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.

**Guidance:** Describe the process the LEA will use to develop and implement the agreement (contract) between the LEA and each state-approved SES provider selected by parents in the LEA to include all of the required components listed above. Include the timelines that will ensure students begin receiving supplemental educational services as soon as possible in the school year, but no later than October 1 of each school year. It is expected that school districts initiate the contractual process with each provider and that each district and state-approved provider complete a signed contract within 45 days of receiving notification from the provider of its intent to provide SES to students within the district. Describe the method by which the LEA will ensure that the provider regularly informs each student’s parent(s) and teacher(s) of student’s progress. Include process to ensure that parents are notified by the provider if their child is not attending regularly. Describe the policies relative to use of school facilities by providers; policies and procedures to ensure confidentiality of student identifiable information; and the process to ensure background checks and fingerprints for all provider employees who will have direct contact with students.

**Response:** Leon County Schools has developed a Board approved SES contract for providers. In order to provide services to students, contracts must be completed and approved. The SES contract is revised annually to meet new state requirements. Each provider must submit a contract, insurance documents, fingerprinting documents, and security clearance documents. Once all documents are approved, providers may meet with parents to complete a PDPA for each eligible student. After the PDPA has been approved, tutorial services may begin. The district will hold a provider meeting in early August to explain the language of the PDPA and the responsibilities and timelines required for all parties. The district will host several provider fairs so parents have the opportunity to meet providers and receive information about the process of completing the PDPA. The district will also meet with schools and assist schools in understanding their role and responsibility in the process. The SES program will begin in September and no later than October 15th. The district will monitor
all contracts as stipulated to ensure that parents are informed about the services the students are receiving. The providers will be required to submit regular written reports to the parents concerning the progress of the students on stated goals and objectives in the PDPA. Student attendance records will be monitored regularly and must be presented with the invoice from each provider. The use of facilities will be in accordance with LCS policy on facility use. The providers will be charged according to already established fees for all building use. All providers must submit proof of background checks and fingerprints as required by State law and district policy before being allowed to work with students. The SES contract stipulates and describes how student records will be kept and maintained to ensure confidentiality of student records to align with School Board policy and state and federal law. All policies, laws, rules and regulations concerning confidentiality of student records and information will be followed.

Parent/District/Provider Agreements (PDPAs):
PL 107-110, Section 1116(e)(3)(A)
The LEA must enter into agreements (PDPAs) with each state-approved provider that parents selected in the LEA. The PDPA 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.

Guidance: Describe the processes, procedures, and timelines the LEA will use to develop, implement, and monitor the PDPAs in consultation with students’ parents and providers that will address the required components listed above, including the procedures to ensure individual student needs are assessed and diagnosed, skill gaps are identified, and an individualized instructional program and intervention is designed to meet students’ individual needs. Describe the plan to address circumstances when all three parties are unable to physically be present to sign and date PDPAs.

Response: The PDPA will be developed by the district and approved by the Leon County School Board with all requirements for the PDPAs stipulated in the document. The PDPA will be sent to providers in early August of each year. The SES Coordinator and the district school site-facilitators will work as a team to ensure that students’ individual needs are met including gaps in skills and the receiving of individualized programs as per the PDPA. The facilitator and/or teacher will review the students’ data such as FCAT and SAT/10 scores in early August. The data will be made available to the providers as requested. The PDPA will be used with all students receiving SES services and includes:
Achievement goals, description of how the child’s progress will be measured and reported to the parent and the timeline for improving achievement. The plan will be consistent with an existing IEP of exceptional education students. The development of the PDPA, in consultation with the parents, will address identification of weak areas (gaps in achievement) and the instructional plan to
address student improvement prior to beginning SES services for the student. The PDPA consultation will be completed in time for services to begin by late September or before October 15th of each school year. Parent(s), provider and a designated district representative consult and sign the "contract" to ensure correct and timely services are delivered to the student. The district SES Coordinator will monitor the PDPA process on a monthly basis to ensure services are delivered, that the timeline is not excessive, and that providers are given services they require. If all parties cannot be physically present at the signing of the PDPA, written information from the absent party will be provided to those holding the meeting. If appropriate, a telephone conference call with all parties may also be used. If all three parties are not present at the signing, the district will be the last party to sign.

Highly Qualification Requirements
(M) a description of how the local educational agency will meet the requirements of section 1119;
Guidance: Describe district's plans for supporting ongoing training and high quality professional development to assist teachers and (instructional) paraprofessionals in satisfying HQ requirements. Briefly describe methodology for ensuring the use of (not less than 5%) set-asides for supporting professional development. Description should include current status of district's HQ teachers and paraprofessionals; indicate timelines involved; and indicate goals and strategies for annual increases or for 100% compliance, etc.
Response: Response: 1. Five percent of the Title 1 budget will be set aside for professional development to ensure that all teachers employed in Title 1 schools are highly qualified. 2. Teachers seeking endorsement in reading will have district support for class work toward the endorsement. 3. Teachers and school staff will receive high quality staff development using programs and strategies that are based on scientific research in all core subject areas. 5. Paraprofessionals will continue being offered high quality professional development programs and strategies based on scientific research. June 30, 2006 - All paraprofessionals in Title 1 schools meet highly qualified status.

2006-2013 - Continue to work toward 100% compliance of highly qualified teachers and paraprofessionals in Title 1 schools.

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);
Guidance: Describe services to be provided to assist children experiencing homelessness and who do not attend Title I schools. Include in description the provision of educationally related support services to be provided to children in shelters and other locations where children may live.
Response: Children and youth in non-Title I schools who are homeless by definition will be eligible for Title I services. Title I funds will be reserved to provide comparable services, including tutoring services, educational materials, and family involvement services. There is collaboration between the Title I program and those implementing the Title X, Part C Education for Homeless Children and Youth program and the provisions of the McKinney-Vento Homeless Assistance Act. Title X, Part C sub-grant funds are designated to provide educational support to children and youth residing in shelters.

Leon County Schools assures that homeless children and youth receive comparable services to those received by other children, including transportation, educational services, and enrollment in the school nutrition program. Leon County Schools has established policies and programs to do the following:

- Ensure identification of students through coordination with school personnel and other agencies;
- Ensure enrollment with full and equal opportunity to succeed in school;
- Ensure parent/guardian or youth is informed of the educational rights of homeless children and youth;
- Assist unaccompanied youth with placement and enrollment;
- Disseminate public notices of educational rights of homeless children and youth;
- Inform and assist with accessing transportation;
- Mediate enrollment disputes; and
- Coordinate and collaborate with community resources to meet student and family needs.

Parent Involvement

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

Guidance: Description should include procedures for the development and dissemination of district parent involvement policy; (1%) reservation (use and distribution of 95% to schools) of Title I allocation for parent involvement activities; annual review of the effectiveness of the parent involvement policy; annual self monitoring to ensure schools: (1) development of parent involvement policies, (2) annual meeting to inform parents of school’s participation in Title I; (3) offer flexible meeting times, (4) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, (5) provide parents of participating children, timely information about the school’s program, (6) develop and use school-parent compacts, (7) provide training for parents in working with their children to improve academic achievement, (8) provide opportunities for parent-teacher conferences, and (9) assist schools in developing and providing information to parents in other languages, as needed.

Response: LCS policy, Parent and School Partnerships (1.063), and LEA Plan are developed with parents, and reviewed and evaluated on an annual basis. The LEA assists schools in analysis, review, and revision of SIP’s and strategies
to improve parent involvement and make adequate progress toward goals and objectives of student achievement. The LEA provides leadership in planning and implementing effective parent involvement programs by: 1) Reserving no less than 1% of the total Title 1 budget for parent involvement and 95% is allocated to schools. 2) Ensuring all parents in Title 1 schools are provided information regarding Parents' Right to Know. 3) Ensuring that parents receive timely information about schools in need of improvement (SINU), corrective action or restructuring. 4) Continuing district and school membership in the National Network of Partnership Schools (Johns Hopkins University) based on the scientific research of Dr. Joyce Epstein. 5) Assisting schools in planning programs for annual parent orientation to explain the program and facilitate joint development of the school-parent compact and SIP/Title 1 Plan. 6) Assisting schools on how to reach out, communicate through parent-teacher conferences, and work with parents as partners disseminating LCS policy information to parents in Title 1 schools and assisting schools with communication in language that is clear and parents understand. 7) Providing leadership, information on materials, speakers, workshops and resources to help parents with their child’s achievement. 8) Collaborating within the district and other agencies such as: Head Start, Even Start, Pre-K, and community agencies to coordinate and integrate parent involvement activities. 9) Assisting schools in evaluating the effectiveness of the parent involvement policy with review of data and how to provide feedback to parents. 10) Identifying barriers to effective parent involvement through climate surveys, parent surveys, community center work, conferences, and collaboration with agencies.

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.

Guidance: Describe how LEA will incorporated extended learning opportunities for remediation beyond the regular school day (before school, after school, during the summer, and during an extension of the school year) that will enhance student achievement. Include strategies most likely to assist in bringing groups to proficiency in reading and mathematics such as additional tutoring, parental involvement, or other. Indicate the selection process for determining students to be served (i.e., identified by analysis of student performance data in reading, math, etc.) Provide methodology for the selection of effective, research-based learning strategies to be used.

Response: Extended learning opportunities including remediation, enrichment, health and fitness and parent literacy will be provided to all eligible students in Title 1 schools to assist students in mastering challenging state standards. High quality programs will be offered before school, after school, during the summer and selected weekends according to student and school needs. Sites will offer effective, research-based programs such as tutoring, mentoring, small group instruction, computer assisted programs, homework help and family literacy to assist students with academic achievement and in meeting the state standards.
and with life skills. Extended learning opportunities are offered at all Title I public schools: Apalachee Elementary, Astoria Park Elementary, Bond Elementary, Hartsfield Elementary, Oak Ridge Elementary, Pineview Elementary, John G. Riley Elementary, Lilian Ruediger Elementary, Sabal Palm Elementary and Woodville Elementary, Ft. Braden K-8, Griffin Middle, R. Frank Nims Middle, Godby High and non-Title I feeder schools Fairview Middle and Rickards High. Educational services are also offered through contracts with the FSU Youth Services Program, Communities In Schools, Peace Jam Program, Tallahassee Democrat, Challenger Space Center, and through agreements with the management of Griffin Heights and Leon Arms neighborhoods and the City of Tallahassee at Smith-Williams.