

## LEA Consolidated Plan

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

**A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that:**

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. **Each local educational agency plan shall:**

**1. Sec. 1112(b)(1)(A)**

**Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.**

Auburn City Schools utilizes all assessments designated by the State of Alabama to determine the level of success of students in meeting the state's academic standards as well as provide feedback to teachers, parents, and students on the progress made toward meeting the state's challenging academic standards. Assessment results are and will continue to be used to assist teachers, grades 3-8, in addressing individualized student needs in order to increase proficiency in meeting/exceeding state content standards, and to create a roadmap for individualized student academic success. The State Accountability Plan sets the standards for

acceptable system, school, and student achievement.

**2. Sec. 1112(b)(1)(B)**

**Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.**

ACS has adopted and fully implemented Response to Instruction (RtI). RtI refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental and special education services by providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. In Auburn, RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

The ultimate purpose of the RtI process is to proactively enhance the success of students with a variety of academic and/or behavior needs, rather than solely determine whether a student qualifies for special education services. The effectiveness of RtI is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Student progress that results from instruction is measured by reviewing data.

The core principles upon which the RtI process for ACS is built are as follows:

- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for

instructional decisions.

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

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

In terms of the multi-tiered model for service delivery, ACS has embraced a 4-tier model where students progress through a continuum of services that focuses on providing quality core instruction in Tier I, targeted interventions in Tier II, intensive interventions in Tier III, and specially designed instruction in Tier IV. Each of these tiers will include both academic and behavioral instructional programs and interventions. The expectation in this tiered approach is that all teachers in grades Pre-K through twelve will provide high quality, research-based core instruction that follows the best practices included in the Alabama Quality Teaching Standards. When student performance data indicate that the core instructional program is not effective in supporting students in reaching desired levels of success, early intervention strategies will be implemented in an effort to prevent the need for longer term, more intensive interventions. A problem-solving process will be used to assist the classroom teacher in designing and selecting strategies for improving student academic and/or behavioral performance. The purpose of the problem-solving process is to develop academic and behavior intervention strategies that have a high probability of success.

**4. Sec. 1112(b)(1)(D)**

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

Auburn City Schools provides additional educational assistance to students not mastering state content standards in order to increase academic performance. Title II funds are utilized to reduce class size, therefore, allowing teachers more individual time with students. Struggling students are provided additional, explicit instruction through highly-qualified

(certified) Title I tutors during and after school with specific focus placed on reading and math standards. Seven elementary schools employ a Title I teacher and all employ a reading coach to provide additional tier three support for students needing intervention services. ACS offers an after-school program available until 5:30 p.m. that follows the school calendar. This quality after-school care provides learning activities, homework assistance, supervised play, and one-to-one tutoring. Enrollment in the after-school program is available on a sliding income scale. Summer school instruction is provided for four weeks to students who are most in danger of failing to meet the state's challenging academic standards. We make it a priority to provide experiences outside the school building to build prior knowledge, foster a sense of community, and expose students to life experiences they may not otherwise be afforded. These experiences include project-based learning, hands-on learning and authentic learning with a purpose. Many opportunities for educational experiences are also made available to students through the ACS/AU Professional Development System where lab students and education students from summer courses provide additional support for instruction under the supervision of ACS/AU professional educators. Counselors are available in all schools to assist students and families with issues affecting students' emotionally, socially, or academically.

**5. Sec. 1112(b)(2)**

**Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers**

ACS does not currently have any out of field teachers serving in regular classroom environments. The district will comply with the Parent-Right-to Know provision so that any student being taught by a teacher who is out of field will be aware of that fact. In addition, efforts have been made to ensure balance in terms of demographic (including poverty and minority populations) across all ACS schools. The disparity in terms of economic indicators and minority ratios across the district are within very narrow bands. Efforts are made through equitable hiring practices to ensure that instructional staff at all eight elementary schools are balanced in terms of years of experience. Principals vigorously evaluate the effectiveness of all teachers and an aggressive professional learning community ensures that all staff are presented with many opportunities to increase capacity.

**6. Sec. 1112(b)(3)**

**Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2) Targeted Support Schools**

There are no schools in support and improvement in ACS.

Targeted assistance schools use a Title I Criteria rating for each student in an eligible attendance area, Grades K-5. This criteria rating is based on teacher evaluation of student performance in the areas of reading, language, and mathematics. The criteria include the following:

Student did not benchmark on DIBELS and/or the STAR Universal Screener

Student was served in Title I Reading in prior years.

Student has been retained in prior years.

Student has limited vocabulary.

Student has difficulty comprehending.

Student has poor retention skills.

Reading and/or Math grade is below average.

Student has been identified as migrant, homeless, immigrant, ELL, neglected or delinquent.

Student has difficulty using phonetic or contextual clues.

Student scored in lower two levels on state assessments.

Student scores in the bottom 16% on math computation and fluency as indicated on STAR screener

Student has difficulty with basic mathematical computation.

Title I Criteria are scored based on student achievement data and other academic indicators with scores ranging from a score point of 3 (highest) to a score point of 1 (lowest). Students are then rank ordered based on total score. The higher the number, the greater the need for Title I service.

Parents of children in targeted assistance schools are notified that their child is eligible for Title I services and a description of the program, including goals and objectives, is provided. Information from the Selection Criteria Form is shared with parents through conferences, home visits, and during the time parental consent forms are signed. Parents have the option to refuse services.

Two of the eight elementary schools qualify as a targeted assistance school. Services to students at these schools are provided for those identified as most at risk of failing to meet the State's challenging content and student performance standards. The goal of the targeted school is to improve teaching and learning to enable Title I participants to meet the standards that all students are expected to master. Staff members and parents periodically review student progress for changes.

Instruction supplements the regular reading and/or math program but does not supplant that of the regular classroom. Students may be seen individually or in small groups several times a week. Title I tutors (certified teachers) are employed to supplement math and/or instruction for those students who demonstrate the greatest need at a time when the student would not otherwise receive direct instruction from the classroom teacher. Those students receive additional services to assist with mastery of the state math standards.

#### **7. Sec. 1112(b)(4)**

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

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is —

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. (*ESEA section 1113(a)(2).*)

Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

- Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the “75 percent poverty threshold”) from highest to lowest according to poverty percentage; and

- Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).)

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools —

- The LEA must notify its secondary schools to inform them of the option.

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

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

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

The poverty criteria used to select schools for Title I funds is based on the number of children eligible for free/reduced meals under the National School Lunch Act. Schools will be determined eligible based on the system’s average percentage of poverty of the children from low-income families as it compares to total school enrollment. Schools are eligible to receive Title I funds based on the percentage of low-income families. Schools are listed and served based on rank order. The rank order of schools is determined each year based on the previous year’s 20-day attendance report which defines the rank order of the individual schools. ACS has five schoolwide Title I schools (Auburn Early Education Center, Cary Wood Elementary School, Dean Road Elementary, Margaret Yarbrough Elementary School, and Pick Elementary School) and two targeted assistance school (Ogletree Elementary School and Wrights Mill Road Elementary School).

**8. Sec. 1112(b)(5)**

**Describe the nature of the programs to be conducted by such agency’s schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs**

Reflecting the identified needs of the school, Title I services concentrate on assisting students who are failing, in danger of failing below performance standards, have identified academic needs and/or who have gaps in learning. Currently, Title I funds will be used to employ seven teachers and one paraprofessional in the Title I programs. The intent of the services provided is to reduce the number of students retained, reduce the number of students performing below grade level, and bridge the achievement gap. For the current school year, the following programs will be implemented:

School-wide Programs

- Yarbrough Elementary School
- Dean Road Elementary School
- Cary Woods Elementary School
- Auburn Early Education Center
- Pick Elementary School

Targeted Assistance Programs

- Ogletree Elementary School
- Wrights Mill Road Elementary School

Title I teachers will assist the goal of closing the achievement gap by delivering research-based interventions to small groups of students in reading and mathematics, as determined appropriate by the school level problem solving team (called DSI teams in Auburn). These interventions focus on

addressing the specific gap for a child and data-based decisions about student progress will be made by the DSI team.

**9. Sec. 1112(b)(6)**

**Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).**

Currently, Auburn City Schools has 12 identified homeless students. The district continues to monitor and review student registration cards to properly identify homeless students in compliance with the *McKinney-Vento Act of 2001*, section 725. Board policy admission procedures are in place which reflects no barriers to the enrollment of these students. Therefore, should homeless students enroll, they would receive comparable services offered to other students enrolled in Title I schools. Set-aside funds have been allocated in the ACS Title I budget should homeless students enroll in any of the twelve Auburn City Schools.

**10. Sec. 1112(b)(8)**

**Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs**

A pre-school program (HAPIE) is available for special education students, beginning at age 3, funded through IDEA. Typical peers may enroll in the program based on space available for a monthly fee. No preschool services are funded through Title I funds.

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

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

Targeted assistance schools use a Title I Criteria rating for each student in an eligible attendance area, Grades K-5. This criteria rating is based on teacher evaluation of student performance in the areas of reading, language, and mathematics. The criteria include the following:

Student did not benchmark on DIBELS and/or the STAR Universal Screener.

Student was served in Title I Reading in prior years.

Student has been retained in prior years.

Student has limited vocabulary.

Student has difficulty comprehending.

Student has poor retention skills.

Reading and/or Math grade is below average.



Student has been identified as migrant, homeless, immigrant, ELL, neglected or delinquent.  
Student has difficulty using phonetic or contextual clues.  
Student scored in lower two levels on ASPIRE (grades 4 and 5).  
Student scores in the bottom 16% on math computation and fluency as indicated on STAR screener.  
Student has difficulty with basic mathematical computation.

Title I Criteria are scored based on student achievement data and other academic indicators with scores ranging from a score point of 3 (highest) to a score point of 1 (lowest). Students are then rank ordered based on total score. The higher the number, the greater the need for Title I service. Parents of children in targeted assistance schools are notified that their child is eligible for Title I services and a description of the program, including goals and objectives, is provided. Information from the Selection Criteria Form is shared with parents through conferences, home visits, and during the time parental consent forms are signed. Parents have the option to refuse services. Two of the eight elementary schools qualify as targeted assistance schools. Services to students at these schools are provided for those identified as most at risk of failing to meet the State's challenging content and student performance standards. The goal of the targeted school is to improve teaching and learning to enable Title I participants to meet the standards that all students are expected to master. Staff members and parents periodically review student progress for changes. Instruction supplements the regular reading and/or math program but does not supplant that of the regular classroom. Students may be seen individually or in small groups several times a week. Title I tutors (certified teachers) are employed to supplement math instruction for those students who demonstrate the greatest need at a time when the student would not otherwise receive direct instruction from the classroom teacher. Those students receive additional services to assist with mastery of the state math standards.

**12. Sec. 1112(b)(10)(A)**

**Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.**

No Title I, or other federal, funds are used at secondary schools in the district. However, the district does have a comprehensive Career Tech program that focuses on helping with transitions, employment and college readiness. ACS also employs a graduation coach, a strong counseling staff and an active social services staff who all contribute to effectively dealing with transitions, postsecondary education and employment.

**13. Sec. 1112(b)(10)(B)**

**Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

ACS utilizes KUDER as a career assessment program and all students participate in Career Prep in the 9<sup>th</sup> grade. In addition, the counseling staff, career tech staff, social services staff and teachers all work with students to identify career and college interests and to facilitate effective transitions within ACS and into college and/or careers after completion of high school. Auburn High School uses a student advocacy program called Tiger Connect that enables each student to have an adult advocate on campus to help them with any issue that impacts their education/future through a structured curriculum and an ongoing dialogue about student's interests and future desires.



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

**Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)**

ACS reviews disciplinary actions across all twelve schools each quarter to assess the frequency of various disciplinary procedures used in the schools.. This data is reported by disaggregated categories and is reviewed by a central office staff member for trend data purposes. In addition, each school has both a Positive Behavior Support process in place and actively reviews behavioral data as part of the problem-solving team process. All schools have had teams trained in positive behavioral interventions by Randy Sprick's Safe and Civil Schools staff and has implemented those interventions as part of the RtI process.

**15. Sec. 1112(b)(12)(A)**

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

N/A

**16. Sec. 1112(b)(12)(B)**

**If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.**

N/A

**17. Sec. 1112(b)(13)(A)**

**Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.**

N/A

**18. Sec. 1112(b)(13)(B)**

**Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.**

N/A/

**19. Sec. 1112(b)(7)**

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

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

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

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

Each school and the LEA conduct meeting of parents and other stakeholders each Spring and Fall to share information and seek input from said stakeholders. The purposes of these meetings include both sharing of information about what the district has done with federal funds and what successes the district and it's student have had, and the review of this data in order to guide discussions about what needs to be the LEAs focus in future school years. The district has a Parent Engagement Plan that guides its actions in this area and that plan was developed with parental feedback.

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

- B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.**

The LEA developed the Parent Engagement Plan with feedback and consultation of all schools in the district, including a variety of staff and parents. Through a concerted effort of the administration and Title I staff in each school, parents are engaged in a wide variety of ways in an effort to help them access valuable district resources in four key areas: learning supports, social services, school communication and partnerships. The foundation of this system is the communication with parents as an active partner and an acknowledgement that the parents are a child's first teacher. Auburn City Schools is fortunate in that it exists in a community with a rich heritage of supporting public education and as such strong partnerships exist with private businesses, Auburn University, the City of Auburn and other support agencies within the city. Those entities actively support the schools and actively support the partnerships between the schools and the families with whom the LEA works.

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

- C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.**

In each of the four key areas, or strategies, a number of action steps will be included which will form the basis for the activities and structures that the district will utilize to engage parents in the education of their children. Within each area will be activities that will target parents as participants in multiple ways but it is important that the engagement framework also addresses ways in which the district can reach parents who may not, for a variety of reasons, be likely to attend such “traditional” events and activities. In order to reach those constituents, each program area will ultimately have a “non-traditional” action step designed to provide parents with alternative options for engagement. District and private funds will be used to support activities that engage parents on a variety of levels and both Title I and Title III funds will be used to supplement those activities.

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

**D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—**

**(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)**

Schools will provide systematic communication to parents through weekly newsletters, planners, PTO newsletters and other means of written communication. Schools will provide communication about school events, activities and academic matters through a variety of technology-based tools and mediums. These may include Facebook, Twitter, school websites, communication apps, and telephonic mass communications. Schools and other district entities will communicate to parents at organized meetings designed to share information and build a sense of community with parents through shared experiences. These may include PTO meetings, Family Nights, parent conferences, and other opportunities to meet and discuss how parents and schools can work together. Schools and district staff will collaborate to create “non-traditional” opportunities for parents through alternate venues and/or methods of sharing information. The use of technology for communication will play an important role in this area as will having meetings at times and locations other than the traditional night-time meeting at the school.

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

Schools will develop and implement periodic parental engagement activities to inform parents about the curriculum, grade level standards, academic expectations and assessment programs. This will be accomplished through Curriculum Nights, Family Math and Family Reading and Family Literacy Nights and other similar activities focused on explaining academic content and ideas of how parents can help their children master the content. Schools will develop and implement an organized structure to have parent conference opportunities where instructional staff can share, in a one on one or small group setting, how their child is performing on curriculum-based work and various academic assessments. Included in these activities will be formal reporting structures that show student progress, including progress data for those students who are struggling to master grade level content

and are receiving tiered intervention services. School personnel who work with English Language Learners will develop and implement activities designed to help parents whose first language is not English understand the academic program and what supports are available to their families and their children. District ESL staff, including parent liaisons, will focus efforts on providing academic information, tutoring opportunities and other supports for parents of English Learners.

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

Strategy 1: Communication. The schools within ACS will strive to provide frequent, meaningful communication in all key areas of the student's programming with a focus on academic support. Strategy 2: Learning Supports. The schools will strive to provide parents with useful and timely information that helps them with strategies that will allow them to help their child become more proficient with academic content. Strategy 3: Social Services. The schools will connect parents with resources, both internal and external, that can help them access needed social services for their families. And Strategy 4: Partnerships/Collaboration. The schools will engage parents in positive ways through the use of partnerships and collaboration with public and private agencies within the Auburn and Greater Lee County communities.

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

- E. Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.**

Parents are surveyed a least on a couple of occasions each year to gather their input about the quality of services provided in ACS and about any areas in which they would like to see increased services. These surveys along with parental participation in forums designed to solicit their feedback, will provide data upon which district staff can evaluate the effectiveness of programming and parental engagement activities. A draft revision of current plans will be provided each year for parent and staff feedback during parent meetings.

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

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

A Parent and Family Engagement Advisory Board will serve to review, discuss and provide input about appropriate activities and strategies that the LEA can use to connect with and support parents and families. This group will review the district's Parent and Family Engagement Plan and offer suggestions on strategies for both the general population and those parents who represent families where English is not the primary language spoken in the home.

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

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

Schools will develop and implement periodic parental engagement activities to inform parents about the curriculum, grade level standards, academic expectations and assessment programs. This will be accomplished through Curriculum Nights, Family Math and Family Reading and Family Literacy Nights and other similar activities focused on explaining academic content and ideas of how parents can help their children master the content. Schools will develop and implement an organized structure to have parent conference opportunities where instructional staff can share, in a one on one or small group setting, how their child is performing on curriculum-based work and various academic assessments. Included in these activities will be formal reporting structures that show student progress, including progress data for those students who are struggling to master grade level content and are receiving tiered intervention services. School personnel who work with English Language Learners will develop and implement activities designed to help parents whose first language is not English understand the academic program and what supports are available to their families and their children. District ESL staff, including parent liaisons, will focus efforts on providing academic information, tutoring opportunities and other supports for parents of English Learners. Schools will provide activities scheduled at various times and locations to meet the needs of parents who are unable or unlikely to access the traditional “school night” activities. Examples of such activities are “lunch and learn” activities, meetings in local churches or restaurants, breakfasts for parents, and other activities designed to offer parents alternative venues and means for learning about their children’s academic progress and needs.

- H. Describe how it will provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.**

Schools will develop and implement periodic parental engagement activities to inform parents about the curriculum, grade level standards, academic expectations and assessment programs. This will be accomplished through Curriculum Nights, Family Math and Family Reading and Family Literacy Nights and other similar activities focused on explaining academic content and ideas of how parents can help their children master the content.

- I. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.**

Schools will review and implement the district's Parent and Family Engagement Plan. By being familiar with and working to make use of this document, school personnel will actively work to support the involvement of parents as partners and to build communication, support and partnerships among school patrons and the staff.

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

Schools will develop and implement periodic parental engagement activities to inform parents about the curriculum, grade level standards, academic expectations and assessment programs. This will be accomplished through Curriculum Nights, Family Math and Family Reading and Family Literacy Nights and other similar activities focused on explaining academic content and ideas of how parents can help their children master the content. Schools will provide activities scheduled at various times and locations to meet the needs of parents who are unable or unlikely to access the traditional "school night" activities. Examples of such activities are "lunch and learn" activities, meetings in local churches or restaurants, breakfasts for parents, and other activities designed to offer parents alternative venues and means for learning about their children's academic progress and needs.

- K. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.**

Schools will provide systematic communication to parents through weekly newsletters, planners, PTO newsletters and other means of written communication. Schools will provide communication about school events, activities and academic matters through a variety of technology-based tools and mediums. These may include Facebook, Twitter, school websites, communication apps, and telephonic mass communications. Schools and district staff will collaborate to create "non-traditional" opportunities for parents through alternate venues and/or methods of sharing information. The use of technology for communication will play an important role in this area as will having meetings at times and locations other than the traditional night-time meeting at the school.

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

Schools and other district entities will communicate to parents at organized meetings designed to share information and build a sense of community with parents through shared experiences. These may include PTO meetings, Family Nights, parent conferences, and other opportunities to meet and discuss how parents and schools can work together.

- M. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.**

The LEA will engage parents in a comprehensive review of federal program whereby areas such as Professional Learning are discussed. In addition, schools will review ongoing Professional Learning efforts at school level meetings (PTO, Parent Nights, etc.) to solicit parent feedback.

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

The LEA has a comprehensive Professional Learning program funded primarily through local funds. The training efforts are based on an assessment of instructional and learning needs of staff and students. In addition, Title I schools will use available funds to supplement such efforts IF there is a need related to some of the program funded through Title I. Currently, the only federal funds used for Professional Learning purposes are to provide very specific, targeted opportunities to learn more about best practices in education students who are struggling to master grade level standards through attending conferences focused on such initiatives.

- O. Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.**

The LEA may assess the need for child care to provide school-related meetings, especially as it relates to meetings for our English Language Learners who traditional have some challenges in this area. Child care may, in certain circumstances, be provided at the school during such meetings.

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

It is recognized that parents network with each other in the community and the LEA will make a concerted effort to use parents who are engaged to communicate with other parents for the purpose of increase their participation. The LEA will include a focus on this process at some of the sessions conducted by the LEA for the purposes of increasing communication and providing



**information on how to support the learning of students at home. One of the effective methods in this circumstance is to partner with other local agencies, such as Auburn University, The Greater Lee County Boys and Girls Club and Esperanza House.**

- Q. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.**

Schools and district staff will collaborate to create “non-traditional” opportunities for parents through alternate venues and/or methods of sharing information. The use of technology for communication will play an important role in this area as will having meetings at times and locations other than the traditional night-time meeting at the school. Schools will provide activities scheduled at various times and locations to meet the needs of parents who are unable or unlikely to access the traditional “school night” activities. Examples of such activities are “lunch and learn” activities, meetings in local churches or restaurants, breakfasts for parents, and other activities designed to offer parents alternative venues and means for learning about their children’s academic progress and needs.

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

The LEA will review the approaches included in its Parent and Family Engagement Plan used each year during its annual Federal Program Advisory meeting to determine the success of the plan. In addition, parents will be surveyed about their reaction to the Plan. The district will continually engage in a review of model program and approaches that are documented in schools across the region and nation to glean best practices and consider those during this annual revision process.

- S. Describe how the LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.**

A Parent and Family Engagement Advisory Board will serve to review, discuss and provide input about appropriate activities and strategies that the LEA can use to connect with and support parents and families. This group will review the district’s Parent and Family Engagement Plan and offer suggestions on strategies for both the general population and those parents who represent families where English is not the primary language spoken in the home.

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

- . Schools will collaborate with public institutions whose mission is to deliver educational services in order to provide learning opportunities for parents and their children. Engaging parents in the schools through partnered access to educational services will help improve the overall educational acquisition of students. Auburn University, Southern Union State Community College and other educational entities will collaborate with schools in these educational programming offerings. Schools will collaborate with public agencies in order to offer parents opportunities to support their children through mental health, educational and social services. Examples of such collaborations are East Alabama Mental Health, who offers school-based counseling services, the Greater Lee County Boys and Girls Club, who offers a variety of educational and family services, and various other community agencies whose mission is to support families. Schools may engage parents more effectively by making connections through these collaborations. Schools will collaborate with local non-profit organizations and faith-based organizations that provide services to parents and children in the community. There are multiple local foundations that provide food, educational services and other supports for families through collaboration with schools. In addition, a number of faith-based organizations actively engage parents and children, through their partnerships with schools, in providing tutoring services, meals and other supports to parents. Some of these programs are designed to address the specific needs of parents of special needs children and those for whom English is a second language. Meetings and services in these situations may be at non-traditional locations and at varying times in order to maximize the impact of parental engagement in these programs.

**Sec. 1116(f)**

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

ACS staff, including ESL teachers, will collaborate with local educational institutions (Auburn University and Southern Union State Community College), faith-based organizations and Esperanza House to provide community information, academic supports, and cultural awareness and participation activities for parents and their children. Included will be family dinners and outings sponsored by external organizations where parents and their children are provided meals, school information and connections to community agencies.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by an agenda and sign-in sheet from a Family and Parent Engagement Advisory Committee meeting held in August of 2017. The school district will distribute this policy to all parents of participating Title I, Part A children on or before August 25, 2017.

Approved by: Timothy S. Havard, Ph.D.

August 10, 2017

## **PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION**

### **(1) INFORMATION FOR PARENTS-**

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

**(i) Whether the student’s teacher—**

**(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction**

**(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and**

**(III) is teaching in the field of discipline of the certification of the teacher.**

**(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.**

**(B) ADDITIONAL INFORMATION.—**In addition to the information that parents may request under subparagraph(A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

**(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and**

**(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned**



## LEA CONSOLIDATED PLAN ASSURANCES

Each local educational agency plan shall provide assurances that the local educational agency will—

- (1) 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
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program
- (5) collaborate with the State or local child welfare agency to—
  - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency
  - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
    - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
      - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - (II) the local educational agency agrees to pay for the cost of such transportation; or
      - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education 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 (42 U.S.C. 9836a(a))