Autauga County Schools

Implementation of this plan is contingent on CDC and ADPH guidance as it relates to COVID-19.



2022-2023 LEA Consolidated Plan

153 West Fourth Street

Prattville, Alabama 36067

334.365.5706

www.acboe.net

This LEA Consolidated Plan has been developed in accordance with Section 1112 (20 U.S.C. 6312) of the Elementary and Secondary Education Act. As documented through communication materials, agendas, minutes/notes of meetings and sign-in sheets, the plan:

* Has been 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;
* 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; and
* 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. **Autauga County Schools shall:**

**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.**

ACBOE will develop and implement a holistic, well-rounded program of instruction to meet the academic needs of all students. Schools will create well-rounded climates for learning and enhance student knowledge and experiences through innovative instructional approaches. The goal will be to transform schools away from the NCLB mindset where reading and math were taught in isolation to the new ESSA mindset that promotes blended learning across multiple disciplines. Specifically, ACBOE will create a well-rounded program of instruction through:

* College and career guidance and counseling programs;
* Activities designed to integrate music and arts across the curriculum;
* STEM initiatives;
* Accelerated learning programs – Advance Placement/Dual Enrollment;
* Multi-sensory instruction;
* Integration of critical thinking skills;
* Programs to support volunteerism and community involvement;
* Positive behavioral intervention programs;
* Technology integration

**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.**

The Response to Instruction framework serves as the catalyst for identifying students who may be at risk of academic failure. The MTSS/RtI process is well-developed and implemented throughout all schools within the district. The reading, language, math, and behavioral needs of students in grades K-12 are identified and individual intervention plans are designed and implemented as needed. (Plans for students in grades 9-12 focus strongly on dropout prevention strategies.) The universal screening process (conducted three times per year) requires schools to gather multiple sources of data, including but not limited to formative and summative assessments and attendance and discipline data. Using this data, student learning gains and gaps are analyzed. Based on the data, all students are placed in instructional tiers and monitored weekly, bi-weekly, or monthly depending on their tier placement. The intensity and frequency of the instruction/interventions are based on the needs of each student. Both formative and summative assessments are used to measure progress. Parents are well-informed of all MTSS/RtI interventions and are invited and encouraged to participate in MTSS/RtI meetings concerning their child.

**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.**

Embedded in all ACBOE ACIPs is an at-risk plan that outlines strategies and interventions conducted by each school to give additional educational assistance. Federal funds are utilized to reduce class size, therefore, allowing teachers more individual time with students. Struggling students are provided levelized instruction through highly-trained teachers. Elementary schools encourage school reading volunteers. Reading coaches are employed to provide additional tier support for students needing intervention services. Additional assistance is provided in the following ways:

* Remediation through in-class pull out sessions
* Peer tutoring
* Community volunteers and partners in education
* ELL assistance either pullout, push in, or ELL class periods in secondary settings
* Accommodations and modifications as needed
* Tiered instruction in reading, math and behavior (Students in Tier 2 and/or Tier 3 may receive additional instructional time.)
* ARI
* Credit Recovery
* Extended Day (tutoring)

**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.**

ACBOE will identify and implement instructional strategies that are appropriately challenging, purposeful, meaningful and based on real-world problems and situations. Students’ background knowledge and current level of understanding will be identified, and this will serve as the starting point of instruction. Daily formative assessments will be used to monitor student progress and verify that students are demonstrating a gain in their levels of understanding of the identified skills and concepts. ACBOE will utilize multi-sensory instruction throughout all grade levels, with a strong emphasis in grades K-3. Critical thinking skills will be incorporated into daily lessons, and teachers will follow the strategic teaching model for instruction. In grades 4-12, teachers will integrate literacy related instructional strategies to facilitate student learning across all content areas. Examples of these strategies include directed reading, KWL charts, response notebooks, anticipation guides, semantic maps, and graphic organizers.

**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**

ACBOE consistently monitors the hiring and placement of our teachers to ensure that there are no 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. Every spring, we complete a comprehensive assessment to determine our personnel needs for the upcoming year. We are fortunate to have a large pool of applicants, particularly at the elementary level. Applicants are screened to make sure that they are certified in the areas for which they are applying, and teachers with proper certification and experience are often given priority in the interview process. From the large pool of applicants that we have, we can generally hire teachers that are not out-of-field. In rare occasions, we may have opening for secondary teaching positions that are hard to staff. When this happens, we monitor our hiring process even more closely to ensure that disparities do not result. In some instances, teachers may need to be reassigned to offset any disparities. Once schedules are locked-in, an out-of-field report is run to once again make certain that all teachers are teaching classes for which they are certified. Ineffective teachers are placed on administrative evaluation cycles. Administrators meet individually with these teachers to explain why they are being evaluated so closely. Clearly defined expectations and goals are discussed and teachers are required to adhere to them.

**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**

At this time, ACBOE does not have any schools identified as Comprehensive Support or Targeted Support. However, a framework is in place for to support improvement at all schools within the district. The district has established an improvement roundtable to drive school improvement activities at the district and local school level. The roundtable is comprised of district supervisors, coaches, and principals. The district has assigned pairs of district supervisors and coaches to support the improvement process at each local school in need of improvement. Along with the school principal and local school ACIP committee, the roundtable will assist schools regarding the annual needs assessments and in the development, implementation, and monitoring of goals, strategies, and action steps. Throughout the year, the roundtable will assist schools in interpreting test data, compiling longitudinal information, identifying strengths and weaknesses, and providing professional development designed to close the achievement gaps. These efforts will be guided by a district level assessment and accountability administrator. ACBOE is committed to the academic success of its students. It is the goal of ACBOE educators to assist in the diagnosis, teaching and learning of each student in the classroom to determine what revisions are needed in the student curriculum to ensure that each child meets the state student achievement standards.

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

For the 2022-2023 school year, ACBOE will automatically serve the one school (Autaugaville School) that has a percentage of children from low-income families that exceeds 75%. We will then do “grade span grouping” for the next six schools with grades K-5 (Billingsley, Prattville Intermediate, Pine Level Elementary, Prattville Elementary and Prattville Kindergarten, Prattville Primary) that are eligible for services. This follows provisions outlined in ESSA:

* 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 either within each grade-span grouping or within the LEA as a whole (ESSA Section 1113[a][4][B]; 34 CFR 200.78[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.

**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.**

At this time, ACBOE does not receive funding for neglected and delinquent youth. However, as funds are available, we will use the funds to operate programs that involve collaboration with locally operated facilities with which there is an established formal agreement regarding the services to be provided:

* To carry out high-quality education programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
* To provide activities that facilitate the transition of such children and youth from the correctional program in an institution to further education or employment; and
* To operate dropout prevention programs in local schools for children and youth who are at-risk of dropping out or youth returning from correctional facilities.

Specifically, we could potentially use the funds for:

* Dropout prevention programs that serve at-risk children and youth. An at-risk child or youth means a school-aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has previously come into contact with the juvenile justice system, is at least 1 year behind the expected grade level for the age of the individual, is a migrant or an immigrant, has limited English proficiency, is a gang member, has previously dropped out of school, or has a high absenteeism rate at school.
* Coordination of health and social services for children and youth who are at-risk (e.g., day care, drug and/or alcohol abuse counseling and mental health services) if there is a likelihood that providing such services will help these children complete their education.
* Special programs that meet the unique academic needs of children and youth who are at-risk, including vocational and technical education, special education, career counseling, curriculum-based entrepreneurship education and assistance in securing of student loans or grants for postsecondary education.
* Programs providing mentoring and peer mediation.

**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.).**

Homeless children and youth will be provided the opportunity to receive a free and appropriate public education regardless of their residency status. The program will ensure that these students are afforded equal access to academic and other services that will allow them to meet the same challenging state achievement standards as non-homeless students.

The program provides procedural guidelines to ensure that homeless students are not denied enrollment due to the lack of registration documentation at the time of enrollment. Homeless children and youth, including preschool age children, will be enrolled immediately pending obtainment of the necessary documents. The school homeless liaison will assist parents, guardians, or unaccompanied youth in obtaining the proper documentation.

The district has a Homeless Liaison that will ensure program implementation and coordinate efforts to ensure that homeless children and youth, including preschool age children, are provided the opportunity for academic success.

Homeless children and youth are often undetected. The school district will conduct training sessions with the appropriate school personnel to inform them of methods of identifying homeless children without stigmatizing students or families. The district will use a *Residency Questionnaire* which is included in each school’s registration packet to facilitate identity of homeless children and youth and preschoolers. The parent, guardian, or unaccompanied youth will complete the residency questionnaire at the time of registration. The school counselor may provide appropriate assistance to the parent, guardian, or unaccompanied youth in answering the questionnaire if necessary. The forms will be housed in the school counselor’s office or in close proximity. School counselors will contact the district’s Homeless Liaison if a student is suspected of being homeless.

The school shall enroll a homeless child even if the child is unable to produce proof of residency, birth certificate, social security number, immunization record, or school records. The school shall immediately contact the last school attended to obtain relevant academic and other records. If the child needs to obtain immunizations, or medical records, the enrolling school counselor or principal’s designee will provide the parent, guardian, or unaccompanied youth appropriate assistance in obtaining the necessary records and documents for enrollment. Enrollment without the required immunization record will be pending receipt or acquisition of immunization documentation. The existing method of assigning a student number will be employed when a student enrolls without a social security number.

An unaccompanied youth may enroll him/herself. In this case, the school principal or designee will immediately contact the district’s Homeless Liaison to report the enrollment of an unaccompanied youth. The school will provide the youth with proper assistance in a language that the student understands. The district’s Homeless Liaison will assist the homeless unaccompanied youth in obtaining eligible educational services.

The District may require the parent or guardian of a homeless child to submit contact information. The application process for free and reduced price meals can be expedited for homeless children and youth. The determination for free meals may be made without completing the full application process.

The District will not segregate homeless children. The district shall make the choice regarding placement without regard to whether the child lives with the homeless parents or has been temporarily placed elsewhere. All homeless students shall be provided with services that are comparable to services offered to other students in the school in which the child is enrolled, including:

1. Transportation services;
2. Educational services for which the child meets the eligibility criteria;
3. Programs in vocational and technical educational;
4. Programs for gifted and talented students; and
5. School nutrition programs.

The district will make school placement decisions in the “best interest” of the homeless child or youth. Students may continue in the *school of origin* for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year. Students may enroll in any public school attended by non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

If the school enrollment decision is contrary to the wishes of the child or youth or youth’s parent/guardian, the school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision. The complainant must file a School Enrollment Dispute Form with the school in which the student is presently enrolled. The principal of this school will notify the district’s Homeless Liaison of the dispute and take steps to resolve the dispute.

When a dispute arises regarding school placement, the district will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The Homeless Liaison will take necessary steps to resolve the dispute. If the dispute cannot be settled by the homeless liaison, the liaison will assist the complainant in seeking technical assistance from an appropriate service agency.

The district will, to the extent possible, coordinate the provision of services to homeless children with:

1. Local social service agencies and other agencies or programs providing services to homeless children and their families;
2. Other local educational agencies, on interdistrict issues such as transportation or transfer of school records; and
3. As applicable, state and local housing agencies.

Funding for the support of services for homeless students in Title I schools will be provided through the Title I program at the school. All schools in Autauga County are not Title I school-wide programs, but additional funding is available through Title I set-aside funds. The set aside funds may be used to purchase instructional supplies, provide health and medical assistance, purchase clothing and hygiene items, and any other purchases requested by the Problem Solving Team that can assist the homeless students in remaining in school and succeeding in the academic program.

Parents of Homeless students are encouraged to:

* Become actively involved in making suggestions in the planning and operations of the Title I program;
* Attend all informational meetings concerning Title I programs;
* Attend an annual public meeting to discuss the programs and activities that are carried out with Title I funds, to inform them of their right to consult in the design and implementation of projects, to solicit their input, and to provide them with the mechanism for maintaining ongoing communication among parents, teachers, and agency officials;
* Consult with teachers on an on-going basis and attend parent/teacher conferences, if at all possible; and
* Provide information and ideas on the effectiveness of the assistance that the student has received.

Autauga County Schools understands that it is important for school personnel, as well as parents and community stakeholders, to be made aware of the opportunities and services that are available to students and parents in our area who might qualify for services under the McKinney-Vento Act.

In order to accomplish these important tasks Autauga County will employ the following methods to inform school personnel, parents, and community members:

* Each year school personnel will receive training on identification of homeless students;
* The district’s Homeless Liaison will ensure that registration packets include the Residency Form. This form is used to assist in identifying homeless students;
* Brochures that include a summary of the McKinney-Vento program, the characteristics of students who may be experiencing homelessness, and contact information will be available at the schools;
* The district will notify parents/guardians of homeless children and youth of available resources and assist them in accessing the resources as needed;
* Posters by NCHE will be posted in all schools. These posters summarize the rights of parents and youth who may experience homelessness and provide contact information for those needing assistance; and
* The district’s Homeless Plan will be posted to the district website in the Federal Programs section.

Autauga County Schools will conduct an annual evaluation of its Homeless Education program to determine the effectiveness of the program through surveys. The system will adjust practices and procedures as needed to improve the effectiveness of implementation and student achievement. This plan will be reviewed and revised, if necessary, each year.

**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**

Regarding transition to local elementary programs, ACBOE has two overarching goals:

1) Increase the number of children entering kindergarten with early literacy and math skills; and 2) Decrease the number of children with learning disabilities associated with reading /math difficulties. Currently, Autauga County has one Head Start program in the district. The focus for PD for the upcoming school year will be multi-sensory instruction. We participate in training on the Orton-Gillingham model and purchase instructional materials to coincide with the multi-sensory methods. We will also provide comprehensive screening to all 4-year olds to identify at-risk children. We also have students visit the schools in the spring. This allows them to tour the building, including the front office, the library, the classrooms, the gym, and the restrooms. We also offer a day in the summer for incoming kindergarteners to once again visit the school and have a more personalized visit with their teachers. There is also Open House for all students prior to the first day of school. Students are able to meet the school nurse and other personnel that they need to know.

**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.**

At this time ACBOE does not have any schools operating under a targeted assistance school program.

**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.**

When school students are able to form meaningful relationships with teachers who can help them both academically and socially, students achieve at a higher level. Evidence shows that this personal connection with an adult helps ensure that students have an advocate who understands their interests, struggles and ambitions. Additionally, the connection assists them with their personal and academic goals. With this in mind, one way that ACBOE will facilitate effective transitions from middle grades to high school is through our Student Engagement Plan to make certain that all students have at least one adult advocate. Through this plan, we will ensure that all high school students are enrolled in an extra-curricular activity and/or are paired with an adult mentor.

We will also provide transition from middle school to high school by offering a wealth of information to both parents and students, by providing social support for all students, and by providing academic support to all students, particularly those at-risk of failure.

Information

• Parent information activities;

• Honest information about what is expected academically at high school;

• Co-curricular Fair;

• Bridging communication gaps;

• Identifying multiple ways to share information;

Social Support

• Eighth grade culminating activity;

• Mentoring programs;

• Organizing school visits;

• Eighth graders shadowing a ninth grade student;

• Professional development on young adolescents;

Academic Support

• Support high academic expectations for all students;

• Examine and recommend ideas to redesign the ninth grade experience (course offerings, schedule, extra-help);

• Arrange teacher exchange or shadowing between middle school and high school;

• Review achievement data and use these data to guide decisions about changes to the transition plans.

All high schools are required to hold jobs fairs, college fairs, and invite college and military recruiters to speak with students. We will visit college campuses to expose students to various settings and request multiple opportunities for students to shadow individuals at their places of employment.

**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.**

Currently, we provide Dual-Enrollment opportunities though Auburn University at Montgomery, Wallace Community College, and Central Alabama Community College. We encourage students to participate in these programs and provide a wealth of information to all of our parents. Our teachers and counselors provide a series of career planning steps for students to 1) increase self-awareness to identify interests, values, personality, and abilities; 2) explore career options; 3) develop class schedules to better equipment them with the knowledge, skills, and experiences needed for their career interests; and 4) help students develop self-marketing skills to better implement their career goals.

**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)**

ACBOE follows the Positive Behavior Supports (PBS) model by incorporating proactive behavioral techniques to specifically impact student behavior. Our goal is to reduce student discipline referrals, suspensions and/or expulsions, reduce the number of special education referrals, and improve student achievement by enhancing the capacity of schools to educate all students, especially those with challenging social behaviors. Positive Behavioral Supports (PBS) consists of a set of clear expectations for behavior, consistent reward and incentive programs, data based decision making, and faculty support. PBS can be incorporated into the MTSS/RTI model on all levels. School-wide PBS targets the entire school population by mapping out procedures and processes through a set of behavioral expectations for an entire school. These expectations are taught to staff and students and highlighted through all school activities. The expectations are made into a variety of visual reminders throughout the school. Staff members regularly teach and refer to the expectations when dealing with all students.

Each building leadership team develops and implements a school-wide behavior plan that acknowledges and rewards the students who are behaving appropriately and gives consequences for inappropriate behavior. Rewards should be age and grade-appropriate. Each building leadership team must then determine if staff members in the building have classroom behavior management systems in place to support positive behavior choices.Based on the building leadership team’s assessment of staff need, additional professional development training should be provided to support the Positive Behavior Support Model. Additionally, school-wide efforts to support the PBS model should continue so that it permeates throughout all facets of the school.

A variety of data is collected with the goal of identifying students who need support at various levels. Office referral data can be analyzed to identify types of discipline problems, settings, and chronic offenders. Teacher rating scales, checklists, and other school-wide data can be studied to identify the levels of support needed. Once data is compiled, an analysis can yield information on which types of interventions are needed. (If data shows that problems are occurring more often in a particular classroom, then interventions can be targeted to that classroom.)

PBS strategies range from providing rewards and incentives for students who follow school-wide expectations to implementing effective social skills lessons with students needing higher tiers of support. A school-based team can work together to collect data and design interventions which may prevent referrals to more specialized programs. Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Data must be regularly collected and analyzed to determine if interventions are successful. Movement between the tiers is dependent on success or lack of success which determines the need for more intensive interventions.

In the MTSS/RtI framework, all students in TIER I receive high quality, scientific, research-based, instruction from general education teachers in the core curriculum. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. TIER I instruction occurs in the general education setting, with teachers giving special attention to the needs of the student, through *differentiated instruction.* Instruction at TIER I includes all developmental domains such as behavioral and social development along with instruction in academic content areas. TIER I instruction must be both differentiated and culturally responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students.

Schools must have a proactive, school-wide discipline plan that includes positive reinforcement and preventive interventions to support positive school outcomes. School plans should be developed along the following guidelines:

* Build a Culture of Competence
  + Define behavioral expectations
  + Teach behavioral expectations
  + Monitor and reward appropriate behavior
  + Provide corrective consequences for behavioral errors
  + Information-based problem solving
* Define School-wide Expectations for Social Behavior
* Identify 3-5 Expectations
* Positive Statements (what to do instead of 10 what not to do)
* Memorable
* Examples: Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Follow directions of adults
* Teach Behavioral Expectations
  + Transform broad school-wide expectations into specific, observable behaviors.
  + Teach in the actual settings where behaviors are to occur
  + Teach (a) the words, and (b) the actions.
  + Build a social culture that is predictable and focused on student success
* On-going Reward of Appropriate Behavior
  + Every faculty and staff member acknowledges appropriate behavior.
  + 5 to 1 ratio of positive to negative contacts
  + System that makes acknowledgement easy and simple for students and staff
  + Different strategies for acknowledging appropriate behaviors
* Discourage and Interrupt Problem Behaviors
  + Do not ignore problem behavior
  + Set clear guidelines for what is handled in class versus sent to the office
  + Prevent problem behaviors from being rewarded
  + Do not expect negative consequences to change behavior patterns. Negative consequences are a way to “keep the lid on.” Teaching changes behavior.

*Additionally*, classroom teachers should have strategies in place to support the Positive Behavior Supports framework.

Tier 1 Behavior Strategies for Classroom Teachers

* Implement Classroom Behavior Plan
* Provide positive praise
* Contact Parent/Guardian
* Have one on one conference with student
* Make seat changes
* Provide verbal and nonverbal cuing/signaling
* Accommodate the need for movement
* Assign peer buddy
* Provide sensory objects
* Provide graphic organizers
* Provide extra time for assignments
* Teach self-monitoring with desk maps or sticker charts
* Tape picture cards to desk for reminders of behavior expectations
* Chunk assignments
* Offer 2 clear choices
* Offer precision requests: 1) Please… 2) You need to…
* Teach replacement behavior to have needs met
* Give students classroom responsibilities or leadership roles
* Remind student of expectations prior to upcoming transitions or changes in routine
* Administer Interest Inventory and use information as a guide for addressing needs of the students

NOTE: Severe behavioral concerns (threat to self or others or destructive behaviors) may be immediately referred to the Problem-Solving Team. A PST meeting will be scheduled as soon as possible (within 10 school days). The PST will assign the student to the appropriate level of intervention.

Tier II (Supplementary Interventions) and Tier III (Intensive Interventions)

A student who does not respond to core programs and interventions after a reasonable time is referred to Tier II and then possibly Tier III for a more individualized study of what is causing him or her to struggle behaviorally. Approximately 10-15% of students will have their needs met through Tier II interventions while approximately 5% of students will have their needs met through Tier III interventions. Office referrals, attendance, retention, grades, and teacher surveys/referrals are used to identify students needing Tier II and III intervention. Supplementary and intensive interventions developed by the Problem-Solving Team are intended to be short-term and are put in place for immediate implementation; however, students may remain in Tier II and Tier III for as long as they are making reasonable progress. Interventions need to be in place a minimum of four weeks per tier in order to accumulate streams of meaningful data. This will allow the teams to make informed and well considered decisions. Interventions are generally provided individually or in smaller groups. They may occur in the main classroom or in other settings.

Action Steps for Problem-Solving Teams:

* Use office referrals, attendance, retention, grades, and counselor and teacher surveys for universal screening.
* After receiving three office referrals in a given year, move students to Tier II. (The PST will consider the nature of the offenses.)
* Complete the Positive Behavior Intervention Plan and complete a Functional Behavior Assessment for Tier II students.
* Have classroom teachers implement Tier II behavior techniques (as identified in student plan) using the Intervention Toolbox as a guide.
* Use data (office referrals, etc.) to make the determination to move students to Tier III.
* Complete a Functional Behavior Assessment and update the referral to Helping Families Initiative for all students in Tier III.
* Establish and monitor explicit goals for improvement. (PST will collect weekly progress monitoring data for Tier II and Tier III students.)
* Utilize additional professionals outside of the classroom for intervention- ISS, Alternative School, Helping Families Initiative, School Counselor, Contracted Private Counselors, Family Support Center (C.O.P.E. Program), Mentors, At-Risk Committee.

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

The LEA will support experiential learning opportunities through our STEM initiative, through service learning projects, through meaningful, educational field trips and through other hands-on learning opportunities. Through an integrated curriculum, we provide multiple opportunities for public speaking, mock interviews, and writing. Because our Local Indicator is Writing (a much needed skill in the workforce), students are provided multiple opportunities to improve their writing skills across the various modes of writing.

**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.**

Students will participate in internships (through classes at the Autauga County Technology Center) and in job shadowing opportunities. Middle and high schools will hold career fairs and have a variety of guest speakers on specific careers.

**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.**

Title I and Title II funds will be used for professional development for teachers and school leaders in identifying and serving gifted and talented students. Specifically, to remove barriers in the identification of high-ability, low-income learners and high-ability English Learners, we will provide training that focuses on the importance of respecting and valuing cultural differences, irrespective of socio-economic status and prepare educators to become better talent spotters for all gifted students.

**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.**

ACBOE will assist schools in developing effective libraries by starting with a self-assessment of our library programs. This will include an inventory of materials. As funds are available, up-to-date digital and print materials will be provided. Librarians, classroom teachers and school leaders need to understand the role that the library program has in student achievement. It must be clearly defined. We will work with schools to align the missions and goals of each school with the key programs and services provided in our libraries. We will also emphasize the importance of digital literacy by first explaining what it means and then explaining effective ways to develop students’ digital literacy skills. Regular professional development and collaboration between classroom teachers and school librarians will be provided.

Autauga County Schools



2022-2023 Parent & Family Engagement Plan

Revised: July 25, 2021

153 West Fourth Street

Prattville, Alabama 36067

334.365.5706

www.acboe.net

Title I, Part A provides for parent and family engagement at every level of the program, including the development and implementation of the district and school Parent & Family Engagement Plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents in their children’s education. In keeping with Section 1116, ACBOE will support its Title I schools to ensure that required school-level Parent & Family Engagement Plans meet requirements and will include a school-parent compact that is consistent with Section 1116(d) of the ESSA.

**OUR MISSION**

The mission of Autauga County Schools is to provide excellent educational experiences for all students to be successful in life.

**OUR VISION**

*Autauga County Schools*

*Today….Tomorrow…Together*

**Title I—Improving the Academic Achievement of All Students**

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. This can be accomplished in several ways, including affording parents substantial and meaningful opportunities to participate in the education of their children.

(Adapted from: http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html#sec1001)

What is Parent & Family Engagement?

Parent and family engagement is an overarching principle and approach for involving parents and families in decisions about themselves, their children, services and communities. Engagement involves:

* Personal two-way communication between school and families
* Educational support at home
* Shared decision making and setting of plans, goals, and outcomes
* Welcoming schools that are parent resource sites
* Leadership in the community

Autauga County Schools 2022-2023 Parent & Family Engagement Plan

Research shows that parents have the most significant influence in their children achieving academic success. When school districts, schools, families, and communities collaborate and partner together to support learning, children achieve at higher levels—they do better in school, and schools improve.

This Parent and Family Engagement Plan has been jointly developed with parents in support of Autauga County School’s efforts to support student academic excellence. It establishes the district’s expectations for quality family-school engagement, and guides the strategies and resources that will build school – parent partnerships in Autauga County’s Title I schools. It describes the district’s commitment to partner with families in the education of their children and to strengthen the ability to implement family engagement strategies and activities that support children in achieving the district student academic achievement goals.

Plan Development: A Joint Effort

All parents of students attending Autauga County Schools Title I schools were offered opportunities to provide input in developing this plan. A Title I parent survey was made available to all families. Paper copies were distributed to all families and access on school and district websites was available. Survey results provided an evaluation of the implementation of family engagement practices and activities. Assessment of the results of the survey provided input in the development of both this plan and the Title I Budget. Additionally, the Annual Title I Spring Advisory Meeting took place in early May, 2021. All families of students attending Title I schools were invited to provide input on Title I Schoolwide Programs, school and district Parent and Family Engagement Plans and budgets, and School-Parent Compacts. At this meeting, the district’s and individual schools’ results of the survey were shared, and the plan was open for review.

Additional opportunities for parents to provide input into developing plans, budgets and compacts took place at school and district meetings and on websites.

This plan is a component of the Consolidated Plan, which is submitted to the Alabama State Department of Education. Comments and feedback regarding the plan, and input on additional activities and practices to be implemented, are offered at schools and on school and district websites throughout the year.

*The Every Student Succeeds Act* (ESSA) serves as the latest reauthorization of the *Elementary and Secondary Education Act of 1965* (ESEA) which was last reauthorized in 2002 as the *No Child Left Behind Act* (NCLB). Since its inception, the intent of the law has been to raise achievement for low-income and otherwise disadvantaged children. Parent and family engagement and consultation have always been a key piece of the law. We know that gaps in educational opportunity and achievement will only be remedied when those closest to the affected students – parents, families, and communities – are driving decision-making. The following sections describe how ACBOE will respond to the requirements of ESSA.

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

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

Autauga County Schools will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA:

1. Invite all parents to participate in school and district committees, such as the Federal Programs Advisory Committee, AdvancED Accreditation Committees, and ACIP Committees, and At-Risk Planning Committees.
2. Hold a Parent Advisory Committee meeting for parents of students in the Title I program to review the LEA plan and discuss how Title I funds will be used to support the plan.
3. Provide parent access to LEA and school parent and family engagement plans and continuous improvement plans via each school’s website.
4. Distribute an annual survey to facilitate parent and family input and involvement in the development of LEA and school parent and family engagement plans and continuous improvement plans. This will include parent and family involvement in the process of design, review and improvement of the overall Title I program.
5. Include parents and family members in the planning and implementation of changes in Title I status of schools, such as applying for Title I schoolwide status.
6. Notify parents and family members via a variety of contact strategies including newsletters, emails, phone calls, school and district websites and school marquees. Take home notices are translated as needed.

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

Autauga County Schools will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities. The district will ensure that all parental requirements of Title I Part A are met and that parent engagement initiatives are being implemented in a relevant and meaningful way. This will take place through regular, scheduled school visits, review of documentation, and provision of specific school support as needed. In addition to frequent communication and school visits, support will be offered by providing:

* quarterly meetings with school Instructional teams offering guidance, support, and resources, and opportunity for collaboration between schools and district staff in developing meaningful family-school engagement initiatives
* periodic meetings with principals throughout the year to communicate current expectations, review guidelines, and discuss/support relevant matters specific to schools
* an information and resource notebook which includes timelines, current ACBOE information and requirements, checklists, samples, research-based professional learning articles, guidance on the implementation of effective parent and family engagement strategies, and meeting resources; additional resources will be provided throughout the year, and upon request
* a monthly parent newsletter template that includes required information for parents, to be customized by each school and distributed to all families
* support for school staff to participate in outside sources providing professional learning related to parent engagement
* a district-level Federal Programs Specialist who will provide guidance, researched-based professional learning, monitoring, and support for the implementation of meaningful parent engagement practices to ensure meaningful, effective ESSA compliance
* information regarding available resources and initiatives offered by the ALSDE including: webinars, parent engagement toolkits, parent and family engagement publications, network opportunities, and checklists and templates
* community resources to be accessed to support and share with parents, including district and community EL and adult literacy opportunities (Autauga County Family Support Center, First Baptist Church of Prattville), GED information, Autauga County Extension Center, parenting support, public library services, and others as they become available
* an informative district website to link with school websites

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

To coordinate and integrate the parent and family engagement strategies of Title I with the parent and family engagement strategies from other programs, ACBOE will create a support network so that programs, initiatives, and community can help each other achieve success. Networking with others will create the opportunity for groups interested in developing effective parent engagement strategies to learn from each other, both within and across communities. We will provide opportunities to share strategies and successes, and to build knowledge to help improve our efforts. Parents and partnering organizations can combine the knowledge they have from multiple areas so that they can work together to create community solutions more easily and quickly. Peer networking will also increase the racial, ethnic, and cultural diversity of the sources of information and help available in communities. By connecting diverse groups of families, agencies, and community members, we hope to expand the perspectives and “voices” that are engaged in assisting and learning from each other. Organizations where such coordination will occur include:

* Family Support Center;
* Autauga County Extension Center;
* Parenting with Love and Limits;
* Autauga County Health Department;
* 21st Century Community Learning Centers;
* Department of Human Resources;
* First Baptist Church of Prattville (ESL classes);
* Helping Families Initiative with the DA’s Office;
* Alabama Youth Home; and
* Head Start.

**Sec. 1116(a)(2)(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); (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (iii) strategies to support successful school and family interactions**

Autauga County Schools will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The evaluation will also identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions.

An annual districtwide parent survey will be administered each spring either by paper or electronically. The school district will use the findings of the evaluation to design strategies for more effective parental and family engagement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. A Parent Advisory Committee at the LEA level will meet to discuss the school’s recommendations, evaluate the effectiveness of the parent involvement program, and set goals. These goals will then be then presented to the LEA’s Federal Program Advisory Committee. The members of the Federal Programs Advisory Committee will rate the service provided for the school system on a 1-4 basis. These results will be tallied and presented to the committee members and the Title I staff at the end-of-school meeting. Changes in procedures will be implemented based on the approval of the committee. Parent comments of concern, discontent, or disagreement with the current programs (Letter of Discontent or Disagreement) may be sent to the Federal Programs Administrator.

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

Based on survey results, ACBOE will design evidence-based strategies for effective parent involvement. Strategies will correlate with the National Standards for Family-School Partnerships and Joyce L. Epstein’s Framework of Six Types of (Parent) Involvement. The following best practices will serve as the framework for the program design:

* Create a welcoming school climate.
* Provide families information related to child development and creating supportive learning environments.
* Establish effective school-to-home and home-to-school communication
* Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community.
* Engage families in school planning, leadership and meaningful volunteer opportunities.
* Connect students and families to community resources that strengthen and support students’ learning and well-being

LEA and school staff will develop strategies for each of these categories, implement the strategies as intended, and revise the plan as needed to best meet the needs of stakeholders.

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

Autauga County Schools will involve parents in the activities of the schools by establishing a Parent Advisory Committee. The committee will meet quarterly to discuss both school and district parent and family engagement activities and to discuss revisions needed to the parent and family engagement policy. Members of the Parent Advisory Committee will be comprised of parents and family members from all participating Title I schools and will adequately represent the needs of the population to be served. The district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and when applicable, parents of migratory children.

**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:**

**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.**

Autauga County Schools will provide assistance to parents and family members in understanding the following topics:

1. Challenging state academic standards
2. State and local assessments
3. Title I requirements
4. How to monitor a child’s progress
5. How to work with educators to improve achievement

A variety of parent and family engagement activities will be scheduled at all schools. All schools have an Open House where parents are informed about school and district policies and procedures and their children’s curriculum. Information regarding the best ways to communicate with each child’s teacher will be provided, increasing the likelihood of school success. Schools also hold their Annual Title I meeting where Title I requirements are discussed. Parent Report Card Day is held throughout the district. This is a day where students are not at school and teachers meet individually with parents and family members to review state and local assessment results and the academic standards. Teachers are required to post lesson plans on their websites and document parent contact as part of the School-Parent Compact. Monthly newsletters give strategies on how parents can support the learning process and there are multiple opportunities to volunteer in classroom.

**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.**

The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Each Title I school in Autauga County has an area where parenting materials are housed. A computer is available for parents to use. Rosetta Stone English language acquisition software is available at all schools for students and ESL parents to come to the school and participate in the “Learn English Together” program. Take home reading programs are in place for Title I and ESL parents to work with their children at home on reading skills. For Spanish speaking families bilingual book bags are sent home. Site directors at each of the 21st Century Community Learning Centers and school counselors assist families in finding resources and/or providing referrals to agencies to address their family’s needs. A series of parent and family workshops are available to help parents improve their parenting skills. Flyers with all of the workshops listed are given to student, parents, school staff members, and various community agencies.

**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.**

Throughout the school year, the district will conduct training related to increasing parent and family engagement, improving effective school-family communication, creating a welcoming environment, partnering with families to increase student academic achievement, and building relationships with community stakeholders. Local schools will identify additional staff and parental needs through formal and informal needs assessments. All faculty and staff of Title I schools will receive ongoing training on effective communication strategies to build parent capacity. Title I schools will consider parents’ input in planning the training for effective communication practices. The Federal Programs Administrator, the school principals, and the Title I contacts at each school will facilitate the operation of effective parent centers, conduct ongoing staff and parent trainings, and build community-school partnerships.

**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.**

Autauga County Schools will coordinate and integrate Title I parent and family engagement strategies with parent and family engagement strategies found in other programs. Organizations where such coordination will occur include:

* Family Support Center;
* Autauga County Extension Center;
* Parenting with Love and Limits;
* Autauga County Health Department;
* Department of Human Resources;
* Helping Families Initiative with the DA’s Office;
* Alabama Youth Home; and
* Head Start.

Information and presentations are made available for the counselors, Title I staff, principals, and individual schools’ staff. Autauga County Schools will also collaborate with presenters from the above listed agencies to provide parents information and present a series of parent workshops on parenting strategies. Furthermore, the Title I Parent and Engagement Policy was written in conjunction with the LEA Parent Engagement Plan required by the ALSDE (Program Review).

**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.**

The school district will ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Each Title I school distributes both the local school and the LEA Parent and Family Engagement Plans to families at the beginning of each school year. Because of the high population of Spanish and Korean parents, these plans are generally translated into these two languages. Notices for parent meetings are translated in Spanish by the EL Specialist and are available in other languages in TransACT, the online compliance and communication center. LEA parent meetings are held throughout the year for parents and families of EL students. During these meetings, the EL Specialist discusses areas such as school culture, state and county required assessments, Title I program, how to help your child at home, and the Autauga County Code of Conduct and Student Handbook. Presentations are translated for Spanish and Korean speaking parents verbally and on the PowerPoint slides. Handouts and the Autauga County Code of Conduct and Student Handbook are sent home to all parents requesting a copy in Spanish or Korean. The LEA maintains contracts for interpreters in Spanish, Chinese, Korean, and French. The LEA has also purchased Language Line to assist with all interpreting needs.

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

Throughout the year, parents may request other support for parental involvement activities. As these needs arise, the schools and the LEA will provide the reasonable support as needed. We will maintain open lines of communication with all parents and encourage them to voice their concerns and their needs. To ensure that the framework for support is in place, we will make certain that at least two parents are included as members of the Continuous Improvement Plan (CIP) team at each school to assist in developing the CIP. The LEA Parent Advisory Committee will have representation from every school. We will encourage parents to participate in other LEA committees such as the Professional Development Planning Committee, the Policy Revision Committee, LEA’S Strategic Planning Committee, the AdvancED Accreditation Committee and the At-Risk Advisory Council. At the beginning of each school year the Autauga County Board of Education will notify the parents of each student attending any school in the school system that the parent/guardian may request information regarding the professional qualifications of the student’s classroom teacher. Also, the school will provide timely notice to parents/guardians that their student has been assigned to or is being taught for four 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.

**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.**

To build and support school staff capacity, parent feedback will be utilized in the development of training for teachers, principals, and other educators. Professional learning will be tailored to focus on responses generated from parent surveys in regard to how schools and parents can effectively collaborate to impact student academic success. Professional learning activities which will include:

* Supporting a minimum of three professional learning opportunities for staff to take place throughout the year on topics identified in surveys and evaluations;
* Family-friendly school environment (parent presentation);
* Effective communication strategies;
* Sharing data with parents and setting student academic goals; and
* Providing informal professional learning (such as providing tips on effective parent newsletters, inspirational and informative posters for display, providing informative brochures, etc.)

**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 may provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training. This will occur if it is found to be a need. At this time, it has not been identified as a need.

**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 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. This will occur if it is found to be a need. At this time, it has not been identified as a need.

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

ACBOE will develop and utilize a District Title I Parent Leadership Team. The purpose of the team is for parents from each school to come together quarterly throughout the school year to collaborate and provide support and ideas for one another in taking a leadership role at their school. The motto is “Linking Home and School for Student Achievement.” The mission of the team is to create opportunities to work with parents and school staffs in removing barriers, in effort to strengthen family-school partnership, to impact student academic success. The role of district Title I staff is to provide opportunities for quarterly meetings, provide current research, resources, and guest speakers in support of family-school engagement, and receive recommendations and advice from the group to understand what the district can provide to help schools nurture family-school engagement. Team members will actively participate by taking action at their school through sharing information with schools, reaching out to encourage and include parents in school-based opportunities that are offered, and working with Title I school contacts and principals as key planners and decision makers in increasing parent and school staff capacity.

**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.**

Parent meetings will be offered at various times throughout the day to accommodate varying schedules of parents. Meetings will be held during school and after school. If needed, in-home conferences will be scheduled, but teachers must be accompanied by administrators. Furthermore, lack of transportation oftentimes keeps parents from attending school activities. Holding a parent meeting/school event within the community allows parents to be closer to the event, minimizing transportation issues. Also, parents who are uncomfortable attending school functions held at school facilities may feel more comfortable attending a school function held at a familiar location within their own community. Therefore, all schools are required to hold a minimum of one parent meeting/ school event at a community location, outside of regular school hours. Meetings can be held at a church, a park, a community center, a local business, or anywhere familiar within the specific community.

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

All approaches to improving parental involvement will be adopted and implemented by soliciting parent input and by utilizing evidence-based approaches to effective parent and family engagement. Currently, ACBOE utilizes the National Standards for Family-School Partnerships and Joyce L. Epstein’s Framework of Six Types of (Parent) Involvement as the framework to guide our parent and family engagement activities. The following best practices serve as the framework for the program design:

* Create a welcoming school climate.
* Provide families information related to child development and creating supportive learning environments.
* Establish effective school-to-home and home-to-school communication
* Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community.
* Engage families in school planning, leadership and meaningful volunteer opportunities.
* Connect students and families to community resources that strengthen and support students’ learning and well-being

LEA and school staff will develop strategies for each of these categories, implement the strategies as intended, and revise the plan as needed to best meet the needs of stakeholders.

**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.**

Autauga County Schools will establish a Parent Advisory Committee to provide advice on all matters related to parental involvement throughout the Title I program. The committee will meet quarterly to discuss both school and district parent and family engagement activities and to discuss revisions needed to the parent and family engagement policy. Members of the Parent Advisory Committee will be comprised of parents and family members from all participating Title I schools and will adequately represent the needs of the population to be served. The district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and when applicable, parents of migratory children.

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

To further develop our parent and family engagement plan, partnerships among community-based organizations and business will be established. Community organizations and businesses will be encouraged to offer support in identifying needs and implementing strategies for improved parent and family engagement. They may provide guest speakers, locations for meetings, and monetary donations for parent needs. Community-based organizations and businesses will be key partners in our support network and will be provided multiple opportunities to share strategies to build knowledge and improve our efforts. Organizations where such partnership will occur include:

* Family Support Center;
* Autauga County Extension Center;
* Parenting with Love and Limits;
* Autauga County Health Department;
* Department of Human Resources;
* Helping Families Initiative with the DA’s Office;
* First Baptist Church of Prattville (ESL classes);
* Alabama Youth Home; and
* Head Start.

**Sec. 1116(f)**

**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.**

Autauga County Schools and each Title I school, will provide opportunities for the engagement of all parents and family members. Provisions will be made for informed participation of parents and family members with limited English proficiency, disabilities, and parents of migratory children, as practicable. District and school staff will collaborate with the EL Specialist and community partners in an effort to accommodate removing barriers to full participation of families. Information and required school reports (as established by Section 1116 of the ESSA) will be provided, as feasible, in a language and format parents understand. Language accommodation provisions will include:

* Translation services through the ACBOE EL Specialist
* Various community support systems such as Family Support Center
* Hiring of services as needed
* ACBOE website content translation (generated by website)

**Adoption of Plan:**

This LEA Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by agendas and sign in sheets from the Autauga County Parental Involvement Advisory Committee and the Federal Programs Advisory Committee meetings.

This plan was approved by Autauga County Schools and will be in effect for the period of one year. The school district will make this plan available to all parents of participating Title I, Part A children on or before October 1, 2021.

Autauga County Schools recognize parents as partners in the planning process for Title I programs. Therefore, parents are encouraged to submit comments of approval or disapproval of this parental involvement plan**.** If you disagree with the components of this plan or the implementation of the Federal Programs in Autauga County, please complete a Letter of Discontent or Disagreement and mail it to the following:

|  |  |
| --- | --- |
| Kristen Dial, Federal Programs | Federal Programs Director |
| Autauga County Board of Education | Alabama State Department of Education |
| 153 West Fourth Street | P. O. 302101 |
| Prattville, AL 36067 | Montgomery, Al 36130-2101 |

Autauga County Schools ensures that all persons will be afforded equal access or participation on the basis of selection criteria included in the law. This includes gender, race, national origin, color, disability, age, or migrant, ESL, neglected or delinquent, and homeless children.