

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.

The Chilton County school district provides a comprehensive educational program that is aligned with our district goals and initiatives. The goal of our educational programs is to increase student achievement throughout the district and prepare students to be College and Career Ready. This can only be done by providing our students with a wide variety of educational programs that are broad and rich in content. In the Chilton County School District, our students have access to rigorous coursework by high quality teachers.

Each year, students are assessed on the State academic standards. Assessment results for all schools are released from the testing coordinator at the central office to school administrators. Each teacher is then provided copies of all test results which includes school, classroom teacher, and individual reports. Parents and students receive individual score reports and are invited to meet with the counselor and teachers to discuss progress or to answer any questions. All students are encouraged to set individual progress goals and teachers target crucial areas of need. Chilton County uses many avenues to communicate with parents about the progress their students are making.

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.

Chilton County schools strive to do everything within their power to help students be successful. Students receive progress reports and report cards throughout the year to help measure progress being made in the classroom. Teachers are also continually progress monitoring throughout the year to make sure that students are on track to master the academic standards. Students who are identified as at risks of academic failure receive extra support from classroom teachers and are provided with outside resources to make sure that they are able to meeting the challenging academic standards of our state. Teachers that have students who are at risk of academic failure are required to make parental contact. Communication with the parents will continue throughout the school year. These students are then referred to the Problem Solving Team (PST) for further evaluation. This allows us to monitor the students' progress throughout the school year.

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.

Students who are struggling to meet State academic standards will receive Tier II and Tier III intervention where needed. These students will receive supplemental support in reading and math instruction from teachers using evidence based instructional programs. The following programs are used in Chilton County to help students who are struggling to meet State academic standards.

- Renaissance Place – Provides Reading and Math assessments as well as standards analysis. These brief assessments are designed as a first step in identify children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for additional reading or math instruction.
- Scantron Performance Series – These assessments measure a child's success in meeting the College and Career Readiness Standards in Reading and Math. Teachers use the data results to differentiate their instruction and to focus on the individualized needs of each student.
- Edmentum – This is a learning acceleration program that meets students where they are to deliver the right content of the right students at the right time.
- ACCESS – All students classified as English Language Learners participate in the statewide assessments, regardless of language ability, if they have been in the USA more than one academic year. They must also participate in an annual test to reassure acquisition of English – ACCESS.
- Reflex Math – This program helps students of all ability levels to develop fluency with their basic math facts in addition, subtraction, multiplication, and division.
- Spire – This program is used with students across the district that display tendencies of dyslexia or who struggle with early reading skills needed to be successful readers.
- Formative assessments, progress monitoring, and teacher observations are also used to assess students and provide individualized instruction throughout the day.

The Chilton County School District also has a credit recovery plan in place for students who do not successfully master the challenging academic standards of high school courses. Credit recovery courses allow students who have not mastered the course to retake the course and receive credit for the course once completed. Chilton County also has a virtual school program available for students who do not choose to participate in the traditional school setting.

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.

Chilton County has made efforts to be more consistent in our implantation of curriculum across the district. Curriculum guides have been developed for the district in an effort to make sure that the district is consistent with implementation and teaching of the standards in all subjects. A district wide lesson plan has been developed for elementary, middle and high school teachers to show consistency in planning and implementation.

Professional development throughout the district has allowed Chilton County to help teachers implement strategic lessons within their schools. Teachers have the opportunity to visit other teachers within their school as well as within the district as they model their instructional strategies in the classroom. ARI Reading Specialists are working with teachers in K-3rd grade to bring consistency to their reading instruction. They are also working with teachers to improve professional practice during reading instruction. Professional development is being provided to administrators so that they can take these same practices to their teachers who are teaching students in 4th-12th grade.

Other academic programs such as STEAM and PLTW have been implemented in our schools to help students get a better understanding of the direction our society is heading. Students across the district now have the opportunity to see science, technology, and engineering integrated with math and reading instruction throughout the school year.

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

Teachers who are considered ineffective now have a strong support system through the district in our Educator Effectiveness teacher evaluation system. This system allows teachers to identify their strengths and weaknesses and provides professional development opportunities for them to improve. New teachers (first and second year) are also given support through a mentoring program produced by the ALSDE. Teachers are assigned mentor teachers who help them in the classroom with procedures, grading, and other tasks that teachers must complete.

Students across the district are randomly assigned to classes so that low-income and minority students are not discriminated against.

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

At this time, Chilton County has 8 schools that are Additional Targeted Support and Improvement Schools (CMS, CCHS, IHS, JIS, JMS, MHS, THS, VHS) . The Title I Director works closely with the Instructional Improvement Specialist, building administrators, and school staff to determine possible causes of the problem(s), goals and activities to address the problem(s), and professional development or material/supplies needed to rectify the problem. Various activities assist in helping to discover the needs of the schools and strategies for addressing problem areas. School improvement plans are generated to address specific areas, funds budgeted, needed personnel hired, materials and supplies ordered, professional development scheduled, plan implemented, and constant reviewing and revising the plan as needed.

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).)

Poverty criteria- The Chilton County School System Title I Program selects school attendance areas based on the Child Nutrition Report (Free/Reduced) lunch count at each school according to the 20- days after Labor Day attendance data. The schools with 40% free and reduced lunch counts are served under this program.

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

Chilton County Schools do not have any students living in local institutions for neglected or delinquent children at this time. There are no institutions operating at this time; however, there are programs and plans in place in case the need arises for these children.

Chilton County Schools will remove all obstacles that would hinder students from enrollment procedures and from receiving instruction from highly qualified teachers. District Title funds will be set aside for professional development, homeless, and other district initiatives related to a student’s academic success. Assessments will provide information on the instructional needs for each student, and instruction will be delivered in a non-threatening environment and focus on their specific needs. Professional Development will be offered to teachers to strengthen areas where students need assistance and offer teachers the opportunity for continued growth. Support in reading and math will be provided and pull out sessions by Intervention teachers and/or EL teachers (if qualify for EL services) based on the needs of each student.

Chilton County Schools work within the local DHR, Juvenile Court, and Children’s Policy Council to ensure our system is doing all we can do for these at-risk students. Schools, local faith based agencies and churches sponsor food, clothes, toys, etc. to help with the needs of our students.

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.).

The Chilton County School System does not receive additional funds through The McKinney-Vento Homeless Assistance Act; however, funds are set aside to assist students as needed. Appropriate community agencies, churches, and other organizations will be contacted to provide social and health services. These students are prioritized for service through the system's Title I and Homeless programs and are offered direct support of funds and services. Every effort is made to ensure that there are no obstacles that would negate the students' opportunities for success.

The LEA will make sure that all services are coordinated and integrated in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Children with developmental delays are identified through the "child find" program in the Special Education Department.

There are many obstacles that children who are identified as homeless might face such as poor attendance, low self-esteem, stress, & embarrassment. Chilton County Schools work hard to eliminate all barriers that might occur in the lives of homeless children. School counselors and registrars have been trained to identify students and interview parents of children who meet the criteria for homeless assistance. The designated homeless liaison at the Chilton County Board of Education distributes homeless materials for administrators, teachers, students and parents. The homeless liaison also provides assistance as needed in helping students obtain school records, health records, birth certificates, school supplies, and other social services. The liaison serves as an advocate for homeless students. Requests for additional resources for homeless students are made in writing to the homeless liaison. The liaison collaborates with the counselor and the teacher to provide the appropriate resources in a timely and efficient manner. A procedure manual is provided for all schools and an updated list is kept in a database in the federal programs office. Funding is then set aside in the set-asides of Title I Part A. The guidelines for homeless students are followed, and every effort is made to remove any barriers that might negate the educational success or hinder enrollment for these students.

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

Preschools offer services to eligible students. Some of our preschool programs receive federal preschool grants. Speech services are provided to preschool children at Head Start Centers, public daycares and preschools, through an inclusive setting and also on an individual basis. Transitional programs are provided for students and parents as they transition into the kindergarten classrooms. Preschool children who are identified as needing speech services receive them.

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.

All Chilton County Schools are identified as Title I School- wide Programs. There are no targeted assistance programs in the system.

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.

Helping students transition to new schools is a very important part of the process to making sure that students are successful. Counselors throughout the district do an outstanding job preparing students to transition from middle school to high school and from high school to high education, employers, and local partners. Students transitioning from middle school to high school have the opportunity to visit and tour the school they will be transferring to. They have opportunities to meet the teachers and the administrators at the new school and ask questions about class schedules, procedures and policies. Teachers from the school collaborate at the beginning of the school year and data is shared among the schools. Students transferring from middle school to high school also have the opportunity to visit the career technical academy and see the many opportunities that are offered under the umbrella of career tech. Students transferring from the high school to higher education, employers, and other local partners have many opportunities available to help them make a smooth transition. Chilton County employees two career coaches who make monthly, if not weekly, visits to all of the schools in our district. Students in the 9th grade are enrolled in a Career Preparedness course. This course helps them prepare for the future and decide what may interest them in the future. The career coaches help teachers throughout the district bring in guest speakers and outside resources to help students find the path that is right for them. Our career coaches provide resources for counselors and administrators to help them make the transition for their students successful. Each year workshops are held at the local junior college to help with financial aid, applying to college and providing other resources for students who are planning to attend college. Career fairs are also held each year for juniors and seniors to visit with local and state employers.

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.

The Chilton County School District has a dual enrollment/dual credit agreement with the University of Alabama, Auburn University, Jefferson State Community College, and Wallace Community College. Students may earn college credit as well as high school credit for some courses. Students also have the opportunity to enroll in Early College through the University of Alabama and take courses online. Advanced Placement (AP) courses are offered at several high schools throughout the county. Career counseling is provided by counselors and the district wide career coach. Students take an interest inventory at the beginning of their freshmen year to help them begin deciding what career path they may take. Once a decision is made, the counselor and career coach provided the students with opportunities to visit colleges or occupations that may interest them.

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)

Specific measures to improve the educational program have been implemented by the school system to make sure that the needs of students who have high rates of discipline are still being met. Students with discipline problems may be placed at an alternative school (PASS Academy) where they will still receive instruction through an online standards-based program (Edmentum - Courseware). There is also a SPAN program in place that enables at-risk students to attend and meet the required graduation credits on a computer-based program. A student must be court ordered to participate in this program.

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.

The LeCroy Career Technical Center in a career development school that recognizes the uniqueness of each individual student. The center works with the students to promote his/her growth mentally, physically, socially, and economically. The school trains students to be able to choose, prepare and enter a useful occupation or to upgrade their present skills in order to become more employable or make advancements in their career. The following programs are offered through the career technical center: Welding Technology, Family and Consumer Science Education, Health Science, Collision Repair Technology, Automotive Service Technology, Public Service Academy, STEM Academy/Robotics, HVACR, Community Co-Op, Building Construction, Cosmetology, Individual Technology & Engineering, & Building Construction.

Career technical teachers and administrators work with teachers throughout the district to integrate lessons and activities into their curriculum.

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.

Work-based learning opportunities are offered to students in high school who have completed their core requirements through Co-Op opportunities. Students who have completed their core coursework may fill out an application to be considered for co-op opportunities. Once the application process is complete and students are approved, they will then receive academic credit for through a structured job experience. Co-op is an opportunity to help students make a better transition from school to work.

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.

The Chilton County Board of Education believes that gifted students are those who are identified as possessing potentially gifted behaviors and who, by reasons thereof, require services not ordinarily provided by the regular school program. It is also a belief that gifted students may be found within any race, ethnic group, gender, economic class, or nationality. In addition, some students with disabilities may also be gifted. The Chilton County School System shall prohibit discrimination against any student on the above basis with respect to their participation in the gifted program. Gifted students are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. A student may be referred by teachers, counselors, administrators, parents or guardians, peers, self, or any other individual with knowledge of the student's abilities. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist. For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for services.

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.

Each school in our district has a library media specialist that works specifically with their school. Library media specialists in the Chilton County School District are effective educators and leaders in curriculum. The media specialists are required to keep up-to-date resources in their library and provide students with the content they need to be successful in the classroom. The media specialist is prepared to collaborate with fellow teachers to provide resources for their classrooms when needed

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).**

To fulfill the requirements of the *Every Student Succeeds Act (ESSA)* and to provide students with the skills to meet the high challenging standards required by the State, Chilton County encourages the formation of partnerships between the home, the school, and the community. This partnership will address more completely the full range of student needs and provide opportunities for students to experience success while in school and develop into productive citizens later in life. In order to meet these goals, each Title I school will:

- Convene, at a minimum, annual meetings at both school and system level at convenient times to allow parents to actively participate in the on-going planning for the Title I program.
- Offer a flexible number of meetings at various times
- Notify parents of meetings via a variety of contact strategies, such as special invitation letter, memo, email, school calendar, or newsletter
- Develop Home-School Compacts that reflect the shared responsibility of the school, teacher, parent, and student in working toward student success.
- Involve parents in an organized, ongoing and timely way, in the planning, review, and improvement of the Title I school wide Parental Involvement plans.
- Provide student assessment results to parents of participating students, (to include the School Report Card, the Adequate Yearly Progress (AYP) reports, the Alabama Testing Package and any other federal assessment results.)
- Provide a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency level students are expected to meet.
- Provide opportunities for parents to participate in decisions that will affect the education of their children. These will include Federal Programs Advisory, LEA Parental Involvement Plan, School CIP/ Title I Plans and Student / Parent Information Guide revisions.
- Evaluate the Title I and Parent Involvement, the School Safety, and Technology plans for each school and the system Federal Programs Advisory.

- Provide parents with the opportunity and the procedure to comment on or disagree with the plans or programs that are currently in place at both school and system level.

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.**

All Chilton County Title I schools will provide coordination, technical assistance, and other support to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. These will include the following:

- Support of PST and community agencies and programs.
- Purchase of computer and other technology equipment.
- Purchase of materials to assist with EL/LEP students and parents.
- Translators and the assistance of the ESL Specialists.
- Training for teachers and paraprofessionals in using resources for working with parents of participating students.

In order to meet the needs of all students in Chilton County, comprehensive planning that involves the parents, the community and the school staff is necessary. Using the information gathered from the school and system annual needs assessments and decisions from the advisory committees, goals and objectives are developed for the system. To meet the goal of high academic success for all students, the school will design an environment that encourages and supports student learning. This can be accomplished through the use of a high quality curriculum, disaggregated data, extensive staff development, instructional and emotional support of all students, the coordination of programs to give maximum time and funds to benefit all students, and the consistent involvement of interested, active parents.

In many of the instructional and support programs, parents are included as team members. They are expected to share opinions, criticisms, and suggestions for improvement for all instructional plans. They are involved in the academic improvement of the school and will help to identify barriers that prevent LEP, migrant, homeless, and economically disadvantaged students and literacy-limited parents from participation in the school culture. Parents and the school share responsibility for the improvement of student achievement. This shared responsibility among staff, students and parents is reflected in the School-Parent Compacts. Title I Parents will be given the opportunity to attend annual Title I meetings at which a SDE provided Power Point is explained, Open House, School Parent Education Programs and participate in the Chilton County Federal Programs Advisory Committee, which includes at risk planning, and the Policy Revision Committee. These meetings provide information, understanding, and cooperation between and among the stakeholders for each school and the system. Any decision regarding the use of federal funds are made by the Federal Programs Advisory Committee and the committees at each school. These committees are made up of teachers (general education program, and special education), school administrators, parents, and community leaders.

Parents receive information on the State's high academic content standards, student academic achievement standards, and local academic assessments. Chilton County provides materials and training to help parents help their children in reading and math. Translators and translated material are provided to assist language-minority parents in understanding the school's correspondence.

A method for the improvement of learning within the system is the coordination of programs. Greater coordination of services including Title I, II, and III, Special Education, At Risk and cooperative planning among the staff and community members will increase student learning. Working consistently and cooperatively with Head Start and the juvenile justice resource team increases community awareness of school issues and provides community support for students, their parents, and the schools.

Problem Solving Teams are functioning at all schools. The purpose of each school's PST is to guide general education services for students who have academic or behavior difficulties. Team members will discuss issues related to specific needs and offer teachers assistance in resolving academic and behavior problems through progress monitoring and differentiated instructional strategies. Parents may be invited to participate in the meetings. Parents of children who are being considered by the PST may be asked to participate.

Central office staff annually meets with committees that include parents to revise current policy, critique programs, and develop plans for the next school year. Parents and community members participate in revisions of the Policy Manuals and annually the Student/ Parent Information Guide. The involvement and support of parents in the areas of learning and discipline increase the probability that students will experience success in the academic program.

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.

The results of the "A-F Report Card" are published in the local newspapers, on the district website and sent home in parent correspondence. The results are used in the development of Title I and Continuous Improvement plans and the LEA improvement plan. The results are also shared with the public at the annual meeting of Title I parents and other parent-teacher organizations.

At each school, the principal is responsible for creating a positive, productive climate that encourages an attitude of improvement and high standards for all students. Parents are encouraged to become involved in reviewing the accomplishments and deficits at each school. A needs assessment is conducted annually with parent, teacher and administration input to determine the project focus for our schools. The assessment of needs and analysis of curricula and programs guide the development of the individual school improvement and system level improvement plans. The Advisory Committee builds into the budget monies to pay for teachers to attend workshops and conferences, thereby, improving instruction.

Elementary teachers use a county curriculum for content area instruction. This curriculum is developed by Chilton County teachers and combines content from textbooks, the current Alabama Course of Study, and the Alabama Quality Teaching Standards. Textbook selection involves representatives from each school and members of the community.

All assessments within the Alabama Testing Package are taken very seriously by teachers and parents. AimswebPlus scores, progress monitoring and textbook tests are also used to evaluate student progress as well as other diagnostic tools in reading and math. Staff members from the SDE and the Central Office may conduct workshops on the proper interpretation and use of test data. Parents are encouraged to schedule a conference time with the teacher/teachers of their student to discuss student performance and to identify the needs of each student.

Several other indicators are used to determine student performance. All Kindergarten- 3rd grade children countywide are assessed using aimswebPlus during the first month of school to identify instructional needs and

determine reading fluency. Kindergarten students will also participate in the alaKids testing. Progress Monitoring at appropriate intervals is also conducted. Students are tested again with aimswebPlus in the winter and spring to determine progress and reading skill acquisition. Teacher observations, checklists, portfolio assessment, teacher assessments on textbook content and the county curricula are used to evaluate individual student performance and curricular effectiveness. The results of these assessments are sent home to parents. Various opportunities are provided for parents to assist with understanding assessment scores and to help their children improve academically. The EL Specialists, bilingual translators and area churches provide training for Hispanic families on school culture, homework, discipline, the required assessments and the English language acquisition test WIDA-ACCESS for ELLs.

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 within the Chilton County School District are given a School-Home Connection each month that explains ways they can become more involved in their child's education. This resource gives them ideas for helping within the school, as well as activities they can do with their children at home. This resource is for all students and parents. School newsletters are also sent out by our schools that have information about how parents can be more involved in the school. All resources are sent out in the student's home language so that it may be understood by all.

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

Parents are invited to be volunteers within the school, participate in school activities and attend PTO at the school. Parents are encouraged to take an active role in their child's education.

(iii) strategies to support successful school and family interactions

Schools within the Chilton County School District are required to have parental involvement coordinator on the school leadership team. Parents are encouraged to be active participants on the leadership team and bring in a great outside perspective for the school. Parents are also involved in planning for the upcoming school year. Families are provided with information related to their child's development. Schools hold an open house at the beginning of the year to notify parents how parent engagement opportunities will be communicated to them. Administrators also complete Parental Involvement Reports quarterly to help identify what activities are being held at the schools and to determine if there is a need for support from the central office to help increase parental involvement.

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.**

At the end of each year, the Leadership Team from each school will meet and complete a needs assessment for the upcoming school year. The results of the needs will drive how the school proceeds in the upcoming school year. Teacher and parent input is very important during this process. Once the needs assessment is complete, the school can begin looking for resources to be able to better meet the needs of the students in their school.

At the end of each school year, the students, parents, and teachers also complete surveys. The results of these surveys are also used to plan for the upcoming school year.

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.**

Each year, the Chilton County School District selects members to serve on the Federal Programs Advisory Committee. Members of the committee consist of administrators, teachers, parents, community members, and students. Members of the committee help in developing and/or revising the plan each year.

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.**

The teachers meet with parents to assist them in improving their student's achievement, provide information on the College and Career Ready standards, on-going assessments, and how these will affect their students. They work closely with the school counselors and instructional coaches to provide parent workshops for reading and math improvement. Special program teachers meet with regular program teachers to plan skill development activities that meet the state's performance standards. Teachers use state assessment results from previous years to analyze student achievement, curricula, instructional methods and resources and to plan class work that will enable all students, including those identified as EL or Special Ed, to meet the state's standards.

- 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.**

The committee meets periodically with the Parent Involvement Coordinator to plan activities designed to help the parents of students to be more aware of the school culture and of ways to help their children meet the high academic standards set by the federal, state and local system. Schools do a good job providing activities designed to involve all parents including our Spanish-speaking parents, to help them help their children at

home. These plans include Back-to-School Bash, Family Reading/Math Night, Math/Science Night, Family Arts Night and various other PTO-sponsored events. Other options for the 21-22 school year have been added (including Zoom meetings and other online events) due to Covid-19.

- 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.**

The Chilton County School District provides professional development opportunities to teachers and administrators throughout the school district to help give them ideas for parent engagement within their school and classroom. Other ideas for involving parents are given to administrators at monthly principals meeting. Administrators also use this time to share ideas that they are using at their schools and how successful they have been in implementing these ideas.

- 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.**

Chilton County Schools do not currently have daily pre-school program paid for with Federal funds although some of the Title I schools do offer a grant based program. Local and Head Start preschools are invited to visit before school ends each year to help with the transition process to kindergarten. Local principals also visit the preschool programs as well as Head Start to talk to parents and students about starting school the upcoming year.

These preschool programs help our children develop emotionally, socially, physically, and academically.

- 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.**

The Chilton County School District employs 4 full time teachers and 1 part time teacher who serve students in the ESL program. Material that is printed for distribution to parents is distributed in the student's home language. Translators are also available for parent conferences and translating. TransAct is also used when translators are not available.

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

Throughout the school year parents may request training through the school administration on topics that they may not understand. Schools in our district do a great job providing training on helping students who are struggling readers, understanding our state standards, and assessments our district may be using to measure progress throughout the school year.

- 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.**

Trainings for teachers is important for teachers to become effective educators. At the end of every school year, parents will take parent surveys. These surveys allow administrators and district staff to see what areas our parents think teachers need to improve.

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 Chilton County School District has ARI Reading Specialist that provide literacy training to teachers throughout the district. Teachers will then provide training to parents when requested. Parental involvement funds may be used to provide substitutes and training material where needed.

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.

Meetings and parental involvement activities in the schools will be held at times that are reasonable for parents to attend. Schools may provide child care by allowing students and faculty members to volunteer as community service opportunities.

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

Schools throughout the Chilton County School District have Parent-Teacher Organizations that help organize events at the schools. One of the tasks of these organizations is to train other parents on how they can become more involved in their school. This may be done by training parents on technology as well. Social media is a platform that schools are using to involve parents in the decisions that are being made throughout the school.

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.

At the beginning of each school year, schools are required to hold annual meetings at the school level at convenient times to allow parents to actively participate in the planning process. Schools offer a flexible number of meetings at various times. Parents are notified of the meetings through a variety of contact strategies.

When teachers need to make contact with parents who are unable to attend meetings at the school, they are encouraged to do so by email or phone. Teachers are available during their planning time each day to meet with parents when needed.

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

Parent involvement throughout the district is essential for our district to be successful. Schools in our district use many different approaches to reach out to parents and get them involved in the school. Schools send out monthly newsletters to let parents know what is going on in their schools and to highlight student success in the classroom and in athletics. Open houses are held at each school at the beginning of the school year for parents to meet the teachers and see where their child will be attending school. A call-out system is used by the schools to notify parents of upcoming events at the school.

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.

The Chilton County School District has a district wide parental advisory council that meets bi-annually to discuss the needs of the schools and the district. Ideas from this meeting are taken back to the administrators and parental involvement activities are developed or revised based off of their input.

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

Community-based organization and businesses have a very important part in parent involvement in Chilton County. Many organizations and businesses donate resources to make our parent involvement activities possible. Members from the organizations and businesses also serve on the Federal Programs Advisory Committee each year and provide valuable input for revising our policies.

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.

The Chilton County School District employs 4 full time teachers and 1 part time teacher who serve students in the ESL population. Material that is printed for distribution to parents is distributed in the student's home language. Translators are also available for parent conference and translating. TransAct is also used when translators are not available.

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 Federal Programs Advisory Committee. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 15,2019.

**Ashlie Harrison –Federal Programs Supervisor
PLAN APPROVED BY *Chilton County Board of Education***

DATE OF APPROVAL 11-27-17

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))