

Fort Payne City Schools 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 Fort Payne City School District (FPCSD) is committed to providing every student with diverse and strong academics and student support programs that provides quality opportunities to students of all ages. In order for our students to be college and career ready and to be able to access advance coursework, we realize that it is our job to ensure that our students are prepared in all content areas through an enriched curriculum. Students are not only provided opportunities in English language arts and mathematics but also the sciences, foreign languages, civics and government, economics, history and geography, the arts, physical education, and much more. Elementary students are instructed in a developmentally appropriate environment with many diverse learning opportunities. We strive for learning to be personalized, and student centered. In addition to core academic courses students are provided with quality career, character and mentoring education programs that are integrated across content and curricular areas; quality technical/vocational educational programs that are responsive to the workforce development needs of our community by providing multiple pathways; access to quality curricular opportunities such as STEM, Project Lead the Way, Robotics, music, art, drama, honors/AP courses and dual enrollment courses. All students in grades K-12 have access to technology support their learning through one to one laptops, IPADS, chrome books and technology specialist. Each school within the

FPCSD develops a continuous improvement plan (ACIP) that provides the infrastructure for the instructional school year. Administrators and teachers are trained in using data driven instructional plans. Each year state assessment results are sent to the schools for teachers, administrators, and parents in a timely manner (2018 ACT ASPIRE, ACT, AAA), and local assessments to include DIBLES, Scantron, universal screeners, textbook assessments, classroom assessments, are analyzed to identify student strengths and weaknesses. Student academic progress regarding the state academic standards are measured through these assessments. The school level team then writes the ACIP and Professional Development plan based on achievement data results. The central office staff assist administrators and teachers in data analysis by providing them charts, graphs and spreadsheets of student data in an easy to read format. Individual student progress data is shared with parents in an ongoing manner to include parent/ teacher conferences, open house, parental engagement days, etc. Furthermore, all state assessment data is sent home to parents in a timely manner. State assessment results are also published by the local media and available on the ALSDE website. State report cards will be sent home to parents as they are made available. Individual student achievement data is also available for parents to view through INOW, Edmodo and other communication APPS used by the individual schools. Furthermore, the System utilized the Blackboard connect system to call and text parents regarding parental involvement activities such as open house, PTO, monthly activities, and parent training opportunities. In addition, school operated social media sites, to include Facebook, are utilized to keep parents informed of school activities.

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.

Data monitoring is a continuous process at the school level. Data meetings are routinely held and individual student data is reviewed. The FPCSD establishes a Response to Intervention (RTI) Plan for each school and a Student Support Team (SST) is in place at each school. The SST team's purpose is to identify students who may be at risk for substandard academic performance and intervene by providing supplemental interventions targeted for their specific learning need. At the beginning of each year the team reviews all students who were previously on the SST list and up-dates their plan. Furthermore, the team develops a watch list based on student's previous end of the year school data, and state assessment data in order to monitor these students throughout the school year. Additionally, students are screened twice yearly through Global Scholar and district level assessments and referred to the SST team for below academic grade level benchmark scores. In addition, teachers are trained regarding RTI processes at the beginning of each year. If students are not making progress in the core curriculum, they are referred to the SST team to determine appropriate interventions for each individual student. Additionally, the ELL committees confers on at-risk EL students and determine the most appropriate educational plans for these students. If concerns exist beyond language, then these students may also be referred to the SST Team. Each school has designated intervention time scheduled and students are provided supplemental instruction in reading and mathematics through research proven methodologies. In addition, the FPCSD has partnered with DeKalb Mental Health Services and the Child Advocacy Center to provide services for students who may be at risk of academic failure due to emotional or behavioral concerns. These counselors work with the school level counselors in service provision. Services are provided both at the school and outside the school setting. Also, parents are informed of the RTI process and available services, and they are encouraged to refer their child for academic issues in which they have expressed concern.

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.

Each school has a leadership team that meets regularly and is responsible for developing school wide improvement planning in which data is regularly reviewed, program implementation is monitored, and as

needed, program components are adjusted to ensure all students meet the state's academic achievement standards. Additionally, the school system collects and analyzes individual student data in order to determine which students are at risk for not reaching grade level standards. After students are identified as "at risk" they are referred to the student support team and an individual plan is developed, and the student receives additional supplemental instruction. The parent is also provided information regarding their child's progress. Our homeless students are identified by school guidance counselors and then referred to our Homeless Liaison. Services are then made available through McKinney Vento funds to include academic assistance, and tutoring. EL students are supported through ESL classes and the individualized EL plan through state, local and federal funds. Also, federal funds are utilized to employ additional staff to provide supplemental support in reading and mathematics in all schools. In addition, federal funds are used to hire additional instructional coaches at each school and vertical alignment teams are formed to ensure maximum curriculum alignment with the Alabama Course of Study. Supplemental staff assistance involves providing students with support in order to assist them in attaining grade level standards, overcome academic deficiencies and the acquiring of essential skills. Supplemental assistance is provided in the classroom setting, small group or individual setting, and/or technology-based instruction. Also, students have access to additional computer based research based programs after school hours. Additionally, at the high school level, virtual classes are offered and a credit recovery program that allows students to retake a course while still advancing in the curriculum.

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.

The staff will consistently use state performance data to guide instructional decisions and maintain school wide and district wide data systems each year. Data meetings will be scheduled each year in order to analyze all ongoing sources of data. Data will be interpreted in order to examine effective strategies to raise student achievement and monitor the implementation of instructional changes. Based on data analysis, teachers will determine whether to continue instructional improvement strategies in its current form, modify or extend the approach, or try a totally different approach. The school level vertical alignment team (math and reading) grades K-4 and instructional coaching staff at each school will also utilize school wide and district wide data sources to routinely, consistently, and effectively monitor the curriculum, monitor the school wide goals, and use data as a part of the ongoing cycle of instructional improvement. The school level Continuous Improvement Planning Committee is also responsible for reviewing all comprehensive needs assessment data and determining the success of the plans funded through federal sources. Based on evaluation data, the school level committees must determine whether to continue, revise, or begin new plans to meet the needs of the intended population. The planning process encompasses identifying all data sources, a thorough analysis of all data and determining data trends, determining academic areas/concepts that are in greatest need of improvement, discover which subgroups are in the greatest need of improvement and in what subject areas/concepts, utilize school wide needs assessment to determine and prioritize weaknesses, involve all relevant stakeholders in the improvement process and commit district funds as needed for the plan. This process provides a framework for ensuring annual revisions and success of the plans funded with Federal monies. Throughout each year, the District Consolidated Team will monitor this process. Additionally, school level ACIPs will be reviewed and revised as needed during the school year based on the needs of our students.

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

The Fort Payne City School District strives to provide equal educational quality to all students. The system is composed of four schools (K-2, 3-4, 5-8, 9-12) and each school feeds into the other. Students from various ethnic and social classes are randomly distributed in classes. Additionally, all teachers, and support staff in the Fort Payne City School Systems' elementary, middle, and high school meets the highly qualified requirements under ESSA at the current time. However, if any teacher is placed and found not to be highly qualified, the district will develop a plan of action to ensure they obtain highly qualified status within a specified time. This may include taking and passing the Praxis exam or working with the ALSDE certification department for a special alternative certificate. The collaboration of resources from Title I and Title II will be used to ensure that all staff obtains highly qualified status. In addition, parents are informed of their "Parents Right to Know" each year. Additionally, the system participates throughout the year in teacher recruitment activities in order to attract the highest quality staff for all of our students. The system also implements a mentor program for all first year teachers in order to support and strengthen sustainability of high quality teachers.

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

Currently, there is not any schools in the Fort Payne City School District labeled Comprehensive Support Schools or Targeted Support Schools. However, if a school is determined eligible, the Federal Programs Coordinator and District Level Administration staff will assist by providing technical assistance to include: assisting school in the development of a Comprehensive Support Plan, review performance data and prioritize weaknesses, review all current intervention programs, assist in analysis of assessment data, identify staff and administrators in need of additional professional development opportunities related to improving student performance, and involve all relevant stakeholders in the improvement/restructuring process and commit district funds as needed for the implementation of the Comprehensive Plan.

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).)

FPCSD will use a poverty criterion of at least 35% (ESEA section 1113(a) (2).) in determining school attendance.

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

The FPCSD does not have any facilities for neglected or delinquent children in our attendance zone. However, if the need should arise, students may be served through Title I funds by providing support and supplement to the educational program delivered by the neglected/delinquent facility.

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.).

It is the policy of the Fort Payne City School District, to the extent practicable under requirements relating to education established by state law, that each eligible child of a homeless individual and each eligible homeless youth have access to a free appropriate education comparable to other education provided the children of district residents who are not homeless, without isolation or stigma. Social service agencies or the school guidance counselors upon enrollment identify homeless students. Students are then referred to the Homeless Liaison. The Homeless liaison reviews the case file and determines eligibility, and coordinates services. Services may include academic assistance, tutoring, school supplies, stipend for extended day program, personal hygiene and clothing items, field trips, school fees and dues. Furthermore, all efforts will be made to accommodate the needs of homeless students through a coordinated effort with the school system and outside agencies. Homeless students have equal access to all programs provided by the FPCSD.

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

The Fort Payne City School District has one PreK-2 school. Wills Valley Elementary School currently has a preschool program with 5 classrooms. Title I funds and Office of School Readiness funds are used to support pre-school programs for children in the Fort Payne City School System. Currently, Title I funds are used to pay the salary, benefits, instructional materials and supplies for one pre-school teacher. The preschool classes follow the Office of School Readiness guidelines and implements the Alabama Developmental Standards for Preschool Children in its programs. Also, Head Start classes are provided within the Fort Payne City attendance zone. Head Start guidelines are followed for student selection. Coordination between programs includes eligibility and service provision for special needs students attending the Head Start program and coordinated transition services for students who will be attending Wills Valley Elementary School. Special Education Services are provided at both the Head Start facility and school, and transportation for service provision is a coordinated effort. Additionally, transition services include organized visits to Wills Valley Elementary school in order to facilitate a uniformed transition to Kindergarten. A HIPPY (Home Instruction for Parents of Preschool

Youngsters) program will be provided for the upcoming school year. HIPPY helps level the playing field for at-risk children by giving their parents the knowledge and materials they need to work one-on-one with their child to provide them with the academic skills necessary to be successful in kindergarten. Trained parent educators are sent into the homes of three, four and five year olds in our community to instruct their parents on lessons that they in turn will teach their child. Parent meetings are also held throughout the year. The meetings are facilitated to include and accommodate both Spanish speaking and English speaking parents. This program is funded through grants provided by the ALSDE- Department of Early Childhood Education.

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.

Currently all schools in the Fort Payne City School District operates a Title I School- wide Program. Should a school in the system become a targeted assistance school, a multiple criteria selection will be used to determine students identified as most in need of services. This criterion will be student baseline test scores from the reading series used at the schools, Scantron Global Scholar results (3-8), ACT testing and Scantron Global Scholar results at the high school and teacher surveys. Points will be assigned to each of these areas and added together to create a point total for each student. This point total will be placed in ascending order. Students having the fewest point total will be considered those with greatest need and needing Title I reading and/or math services.

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.

Counselors from the high school spend several days with the middle school counselors each spring helping students with their 9th grade registration sheets. Counselors explain requirements for graduation, career pathways, and discuss the schedule at the high school. Additionally, there is a freshman and new student orientation conducted before school starts for new students to tour the high school campus. Also, counselors take 9th and 12th graders to *Made in Dekalb* which is a career program for high school students. Seniors and Juniors go to *College Day* with other schools from the Dekalb County Schools System in August and *Career Day* at Northeast Alabama Community College in May. At *College Day*, college representatives from across the state are available to answer students' questions about college and to give them admission and scholarship information. The high school also does a *Career Day* for all students to attend in grades 9-12. Fort Payne High School also has a College Application and *Cash for College Week*. Colleges from across the state are invited to assist our seniors in applying for college and scholarships. We also have representatives to assist them with their FAFSA applications. A countywide *Transition Day* will also be conducted for all special needs students in grades 10-12 to discuss transition from high school to post-secondary with the student and parents.

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.

Counselors assist all students in completing a Career Interest inventory and Four Year plan in the Career Prep A class. Plans are updated yearly. Students in grades 10-12 have access to dual enrollment courses. Students in grades 11 and 12 may participate in Early College Enrollment. Also, the Career Tech director visits the middle school to discuss career options with eighth graders. All of our Career Tech teachers assist students in learning about careers in their areas of interest. In addition, the Career Technical counselor meets with each senior individually about his or her college and career plans. Students are given all college scholarship information through their high school e-mails. Dual enrollment opportunities continues to increase each year. In addition, students may apply yearly for Early College Enrollment though Northeast Alabama Community College scholarships. These students take all of their courses at Northeast Alabama Community College. Their tuition is paid and they are responsible for books and transportation. In some cases, students have earned an associate's degree and graduate from Fort Payne High School at the same time.

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)

The Fort Payne City School District identifies discipline trends and disaggregates sub groups through an analysis of our Office of Civil Rights data report, our yearly SIRS report, Chalkable INFOCUS data, and all other data submitted by administrators regarding discipline practices. Administrators are provided information and training opportunities on Positive Behavior Supports strategies. In addition, administrators are trained to identify bullying and strategies to address bullying and negative behaviors. The school system contracts with Mental Health service providers and students with significant behavioral problems are referred to outside counseling agencies. In addition, this year our high school will be participating for the second year in the REACH advisor/ advisee program, which provides mentorship to every student in the building. Special Needs students are provided behavioral support plans and additional behavioral specialist are contracted to work with these students and staff. In addition, the superintendent must approve all disciplinary actions that result in a removal of more than ten days.

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 FPCSD has always pursued internships and apprenticeship programs that support a student's career paths. Currently, a local industry, has employed welders as apprentices and our local hospital as well as the local nursing home have signed intern agreements with our Health Science Program. Additionally, the FPCSS has established a partnership with Northeast Alabama Community College to provide youth apprenticeship opportunities for our students age 16 and older. This program will provide hands on experience while working with a journeyman with earning competitive wages. Students can earn an Associate's Degree with multiple certifications in this program. Furthermore, credentialing and skill attainment is an important aspect of our career technical program. The career technical director works closely with career technical teachers to ensure credentialing opportunities are available for students participating in career technical courses at Fort Payne High School. Funds for the career technical program are currently received from the Carl Perkins grant, state funds and local funds.

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.

Our Co-op program actively recruits business and industry partners that are willing to employ our students with jobs that match their chosen career paths. Academic credit as well as early release from school is granted through the Co-op Program. Funds for the Co-op program are currently received from the Carl Perkins grant and state funds.

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.

Fort Payne City School District supports the identification and instruction of gifted and talented students through the administration of high quality identification measures, and advanced curriculum for both gifted resource and regular classrooms. The identification of gifted and talented students requires multiple measures, including intellectual ability tests that identify students within diverse/underrepresented populations. State and local funds will be used for verbal and nonverbal intelligence tests that are suitable for identifying high ability students. In addition, regular classroom teachers require additional instructional supports to serve gifted and talented students in the regular classroom. Currently state and local funds are utilized to fund the gifted program. However, if it became necessary, Title I and Title II Funds may be used to provide classroom teachers with curriculum specific professional development specifically designed for high ability learners, in order to provide students access to greater challenge, depth, and complexity within the curriculum.

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.

Currently, Local and state funding is used to enhance the curriculum, promote information skills, and encourage ethical behavior through the purchase of quality reading materials and electronic programs and through lessons designed by library media specialists on the subjects of digital literacy, evaluation of online sources, and plagiarism. School libraries emphasize reading as the key to success in life and as the foundational skill to academic achievement; therefore, certified library media specialists acquire the latest books to encourage independent reading and to foster lifelong reading skills. The library media specialist collaborates closely with all stakeholders in order to provide materials and technology that enhances the curriculum. They continuously collaborate with instructional coaches and teachers in order to provide lessons and skills to improve students' achievement and to provide materials that are current, informative, and enjoyable for the students. With input from teachers and staff, materials purchased for media center are relevant to the curriculum presented at Fort Payne City Schools. Input from staff and students allows the system to purchase materials that meet the different interests and abilities of all students. By participating in regular professional development, the library media specialists are able to develop the knowledge and skills that allow us to incorporate existing and developing technologies into the classroom. By teaching the students Digital Citizenship at regular intervals through the media center, the library media specialist encourages students to follow applicable laws relating to copyright and fair use. The LEA will continue to support the media centers through the purchase of books and eBooks and other materials that will enrich and support the curriculum as well as the personal needs of the students, taking into consideration their varied interests, abilities, maturity levels, and learning styles through state and local monies. If needed, Federal funds could also be utilized to support these endeavors to develop digital literacy and supplement improved academic achievement.

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).**

The Fort Payne City School District Federal Program Coordinators facilitates the Consolidated Federal Programs Stakeholder Meeting in the Spring and Fall of each school year. During these meetings, faculty, parents, students, community members contribute to the development of District-wide Consolidated Parent and Family Engagement Plan. In addition, there was collaboration through June, July, with relevant stakeholders in the development of the plan. Sources used in the development of these policies and plans include department level meetings, individual school level meetings, ACIP reviews, staff surveys, annual parent survey results, and parent-teacher conferences. This policy and all school policies will be posted on our system and school websites making them available for parent comments and suggestions. This policy is a working document subject to review and revision. The survey of parents at the beginning and end of each year helped identify barriers to parental involvement as well as strengths and challenges to the district plan. Furthermore, parent representatives from each school will serve as a point-of-contact for other parents, and will work with the local school Parental Engagement Specialist to ensure that parents receive information in a timely manner.

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

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

The Fort Payne City School District will provide the following necessary coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. The Federal Programs Director will provide the following:

- District oversight and leadership;
- Guidance and support on the appropriate use of parent involvement funds and review school level Parental Involvement Policies, School CIP plans, and School-Parent Compacts to ensure compliance;
- Maintain and support with appropriate information and training for parental volunteer opportunities;
- Facilitate district level stakeholder meetings;
- Assist in the development of parental leadership through PTOs and other recognized groups;
- Identify and publicize promising programs and practices related to parental involvement.

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 positive role that families play in student achievement has been well documented. Fort Payne City Schools know that students perform better when their parents are actively involved in their education; thus, we must ensure that each school creates a climate that makes parents comfortable and gives them meaningful opportunities to participate and support their children. We must also recognize the unique needs of students and families and explore a parental involvement events and activities that will provide parents with multiple opportunities throughout the year to be an active participant in their child's academic achievement and development. Each school begins the year by participating in an Open House with flexible hours to accommodate families. Parents are encouraged to come and meet their child's teacher and the school staff. Parents are also encouraged to sign up for volunteer opportunities throughout the year. Parent teacher conferences are scheduled during the year as needed on an individual basis and, Parent /Teacher Involvement days are scheduled in the fall and spring at each school. Parents are given a monthly calendar of all parental activities (science fairs, art fair, PTO Programs, Parental Involvement Night, etc). In addition, parents are encouraged to participate in parent surveys that are conducted twice yearly. Furthermore, each school utilizes a Learning Management System to provide information throughout the school week in order for parents to have access to latest data/ information regarding their child.

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)

The input and suggestions from parents are an essential component of the district-consolidated plan and school level ACIP plans. The Fort Payne City School District will conduct bi-annual surveys of parents to identify barriers to parental involvement as well as strengths and challenges to the district and school level plans. The Parental Engagement Specialist will conduct the surveys at each individual school and the survey results will be utilized in order to help develop and revise this plan. The parent survey results will be disseminated at the district level Consolidated Federal Programs meetings and members of the District Consolidated Federal Programs Committee will include parent representatives from each school who will provide input into the development of this plan. These parents will serve as a point-of-contact for other parents, and will work with the local school and Parental Engagement Specialist to ensure that parents receive information in a timely manner. To ensure that all information related to the district, school, parent programs, meetings and activities are available to all parents in an understandable uniform format, each school will send home calendar of monthly events to parents, and staff will utilize calling system to remind parents of upcoming events in their native language. Parent notifications and resources will be provided to parents in the parents' native language, when applicable, and interpreters are employed at each school and will be available at parent events and meetings. Information placed on our school website will be translated to the extent practicable. The district will

also utilize Blackboard Mass Notifications system, school websites, local news media, social media site and other school message systems to post information for parents.

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

Throughout the school year, parents are provided materials and training on such topics as literacy/mathematics and using technology in order to help parents work with their children to improve their child's academic achievement. Parent support is given in the state academic standards, state and local assessments including alternate assessments, the requirements of Title I Part A, how to monitor their child's progress and how to work with educators. Grade level meetings are held at the beginning of the school year to help parents become familiar with curriculum classroom standards, homework policy, assessment, proficiency levels that students are expected to achieve, and directions to access their child's grades, discipline, and attendance. Additional activities to support parental engagement are scheduled throughout the year.

(iii) strategies to support successful school and family interactions

The Fort Payne City School District will implement the following strategies to support successful school and family interactions: promote advertising and encouraging parents to participate in school activities, providing a translator as needed for parental engagement, asking parents to serve on the Consolidated Federal Programs Committee, encouraging parents of pre- school age children to utilize the OSR Preschool program, Head Start and HIPPIY program, providing assistance on registration day in the spring for incoming students and parents to visit and tour the elementary school, as well as register for the upcoming school year.

Additionally, the system employs a system-wide Parent/Family Engagement Specialist that provides support to assist in planning and implementing effective parent and family engagement and serves as a school liaison in order to nurture a supportive spirit among the school, parent and community. The System also employs a Title I Director that provides guidance and support to administrators and the Parental Engagement Specialist through emails, telephone calls, meetings, etc. and reviews school level parent and family engagement policy/plan to ensure compliance, including documentation from parent meetings showing it was developed jointly with parent input.

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.

The Fort Payne City School District will provide, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include measures to identify barriers that limits participation by parents in 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 address identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel, teachers, and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies. The FPCSD will annually implement the following strategies: Annual Parent Meeting, Parental Involvement days (Fall

and Spring), evaluate feedback from parent representatives at each school, conduct surveys (take-home, mailed, electronic), offer a variety of opportunities for parents to be involved in their child's education, publicize (website, school messenger (Blackboard), flyers, social media etc.) all activities in multiple ways and in native languages to ensure families are informed. Also, assistance will be provided to schools throughout year as needed.

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.**

The Fort Payne City School District will involve parents in the joint development of its LEA parental involvement plan and activities at each school. Parents and families will be invited to serve on the Consolidated District Planning Committee and provide suggestions for annual development or revisions of the LEA Parental Involvement Plan. The committee is comprised of parent representatives from each school, community members, faculty and other stakeholders to provide leadership and advisement on matters related to parental engagement, in title I, Part A programs as well as other issues related to district wide federal programs plans. Parents and families will be invited to serve on each school's improvement planning committee in the development of the Continuous Improvement Plan (ACIP) for that school. Each Title I school will notify families of the date of its Annual Title I Meeting and invite them to participate. Schools will conduct annual meetings that provide information concerning the school's participation in the Title I program and the rights of parents and families under The Every Student Succeeds Act of 2015. Each Title I school will conduct meetings at flexible times to accommodate the schedules of parents and families.

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 Fort Payne City School District will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school or school district, as appropriate, in understanding the following topics: The challenging state academic standards; State and Local Academic Assessments including Alternate Assessments; Requirements of Title I, Part A; How to monitor their child's progress; How to work with educators; FPCSD will provide parental engagement opportunities throughout the school year for parents to gain knowledge in these areas. Parents will be provided a monthly calendar of dates and locations for parental engagement activities. This information will be shared via newsletter, school website, and blackboard messenger.

- 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 Fort Payne City School District will, with the assistance of the individual schools, provide materials and training to help parents and families to work with their children to improve their children's academic achievement, such as literacy training, and use of technology, (including education about the harms of copyright piracy) as appropriate, to foster parent and family engagement.

FPCSD will provide parental engagement opportunities throughout the school year for parents to gain knowledge in these areas. The Technology Coaches will provide parent forums on using technology, monitoring their child's progress, and training regarding education about the harms of copyright piracy. Parents will be provided a monthly calendar of dates and locations for parental engagement activities. This information will be shared via newsletter, school website, and blackboard messenger.

- 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 Fort Payne City School District will provide opportunities for professional development to address these topics and the Parental Involvement Specialist will facilitate parent engagement opportunities and activities at each school in order to build and strengthen ties between parents and the school.

- 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.**

The Fort Payne City School District shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Home Instruction Program for Preschool Youngsters (HIPPPY), OSR Pre-K programs and other state funded pre-K programs in the district, and conduct other activities that encourage and support parents in more fully participating in the education of their children. Additionally, faculty and staff from those programs shall be invited to attend parental engagement activities that focus on Kindergarten transition initiatives. Also, parents may tour the schools and receive information to help prepare them and their children for kindergarten. FPCSD will coordinate with these programs to ensure that parents are informed about available resources.

- 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.**

To ensure that information related to district, school, and parent programs, meetings and activities are available to all parents in an understandable and uniform format, each school will ensure that to the extent feasible and appropriate parent notifications and resources will be sent home in parents' native language. The district will utilize TRANSACT and local translators to accomplish this. Furthermore, when applicable, interpreters will be available at parent events and meetings. Information posted on the district website will be translated to the extent practicable. The district will also use Blackboard Mass Notification, school websites, local news media, district social media site, and other school messenger systems to post information for parents.

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

The Fort Payne City School District shall provide such other reasonable support for parental involvement activities as parents may request.

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

The Fort Payne City School District will, with the assistance of its schools, parents, and families, educate its teachers, specialized instructional support personnel, principals, and other school leaders, in methods to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. The Parent Engagement Committee at each school will meet regularly to ensure school success by informing and empowering parents to support their children's learning at home. In addition, parents will be given the tools necessary to support student achievement while participating in the making of informed decisions about their child's learning, thus participating in the improvement process at school. Furthermore, each Title I school will, with the input of parents, and families, develop a home-school compact outlining the responsibilities of the school, students, and parents in the education of each child.

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 Fort Payne City School District 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 activities. Additionally, throughout the school year parents are provided materials and training on such topics as literacy/mathematics and using technology in order to help the parents work with their children to improve their child's academic achievement.

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

The Fort Payne City School District may pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and childcare cost, to enable parents to participate in school-related meetings and training sessions as parents may request.

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

The Fort Payne City School District has established parent representatives at each school. The FPCSD may train parent representatives at each school to enhance the involvement of other parents in parental engagement activities.

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.

Meetings may be arranged at a variety of times, or may be conducted in home for with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

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

The ACIP plans contains a parental involvement section that is continually visited and updated as needed. Also, the Parental Involvement Specialist analyses and ensures that the district and schools are implementing model approaches to improve parental involvement.

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.

Parent advisory councils are established through each school in the FPCSD. Also, these parents serve as representatives on the District level parent advisory council.

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

The Fort Payne City School District will communicate with organizations and businesses in order to encourage building community partnerships with our schools as well as the district in able to foster parental involvement in such areas as:

- *Allow time off from work to attend school related meetings
- *Provide tutors
- *Have community and business leaders as speakers at parent meetings and workshops
- *Donate to schools on behalf of parents who are employees or members
- *Sponsor School wide events promoting student achievement

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 ESL teachers and support staff are available to translate information for parents during parent meeting meetings and with written documents sent to parents. Also, all compacts, parental surveys, and information related to parental and family engagement opportunities are provided to the parent in their native language.

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 Meetings May 2017 and September 2017 annual meeting for parents to discuss and review the Consolidated Plan for FY 2018 and the Parent and Family Engagement Plan for FY 2018. The Plans will also be available for review and comment on the district website August-September 2017. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 6th, 2017.

PLAN APPROVED BY (Person or Entity) *Jim Cunningham* DATE OF APPROVAL 6/01/2018

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))