



## Madison County Schools 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.**  
This plan was developed with input from schools, parents, and the central office instructional staff. This plan was reviewed by the LEA Parent Committee, Federal Programs Advisory Committee, Supervisor of Federal Programs, and the Superintendent of the Madison County School System. It will be approved when all departments have completed review.
- **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**  
This plan is coordinated with IDEA, CTE, and McKinney-Vento Act to provide a well-rounded program of instruction for all students in the Madison County School System. Input from schools, parents, and the central office instructional staff contributed to the development of the plan. This plan was reviewed by the LEA Parent Committee, Federal Programs Advisory Committee, Supervisor of Federal Programs, and the Superintendent of the Madison County School System. It will be approved when all departments have completed review.
- **has an effective plan date.**  
2021-2022
- **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.**  
Documentation of the LEA plan and its revision is maintained. The documentation includes all correspondence, meeting agendas, sign-in sheets, meeting notes, emails, and other input.
- **has procedures and practices in place for disseminating individual student assessment results to teachers and parents.**  
Results from all state assessments are intended to be shared with teachers, students, and parents. Hard copies are provided to parents. Standard procedure is to include a copy of all state assessment results in each student's cumulative record. Most state assessments provide a data portal accessible by administrators. Collaborative teams including administrators, teachers, and instructional coaches hold regular meetings to review state assessment results and formative assessment data and they make instructional plans accordingly. Many schools hold parent meetings/training on interpretation of scores from state assessments.

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 Madison County School System teaches the Alabama College and Career Ready Standards in all grade levels and courses. In each school, collaborative teacher teams work together to plan instruction and to provide students with a guaranteed, viable curriculum rooted in these essential standards. School wide teams collaborate to design vertical frameworks to ensure continuity of instruction across grade levels. The system allocates resources to ensure that teachers have collaborative planning time, adequate and meaningful professional learning experiences, and ongoing support for the professional learning communities in which they accomplish this work.

Madison County Schools offer rigorous coursework through high school Dual Enrollment and Advanced Placement courses and create capacity for student success in these courses through a robust offering of accelerated courses beginning in sixth grade. The opportunity to learn languages other than English exists in all Madison County high schools, either through direct, traditional instruction or through distance learning platforms. Local high schools and a centrally located Career Technical Center provide dynamic opportunities for career technical courses, many of which have certification options for completers. Students have access to solid athletics programs in middle and high schools and they have many options in visual and performing arts at the secondary level. A large team of itinerant teachers ensure that elementary students have experience in music and visual arts on a regular basis each year.

Students in grades four through twelve have the option of enrolling in a self-standing virtual academy to complete their academic experience. The Madison County Virtual Academy (MCVA) uses Odysseyware and Edgenuity as the learning platforms. Students are supported by highly qualified teachers who monitor their progress, provide feedback on assignments, and meet with students individually or in small groups to provide additional instruction as needed. MCVA provides numerous opportunities for extra-curricular activities and clubs, as well as athletics, band and ROTC at the zoned schools, creating a well-rounded experience for students.

**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.**

Schools use age-appropriate and state recommended universal screeners and benchmark assessments to identify students who are missing essential skills which could put them at risk for academic failure.

Pre-K student progress is monitored using the Teaching Strategies GOLD assessment. Kindergarten teachers use ESGI to assess letters, sounds, sight words and math concepts. For grades K-3, teachers use mCLASS for screening, benchmarking, and progress monitoring the development of reading skills and iReady for assessing math skills. Teachers in grades 4-8 use STAR for assessing reading and math skills. Scantron is used for screening and benchmarking and Performance Series and STAR are used for progress monitoring skills in grade 9. High schools use the PreACT, ACT Plus Writing, and WorkKeys to assess student mastery of academic standards and career readiness skills and to monitor the development of skills in response to intervention. Teachers use ACCESS for ELLs to measure and monitor English language acquisition among English Learners. The Alabama Alternative Assessment is administered to students who qualify for an alternate state assessment through their individualized education plan.

These products are used in conjunction with the common formative assessments developed by collaborative teacher teams at each school to ensure that students are mastering the standards and to develop targeted intervention and extension for students according to individual need.

Schools regularly communicate the results of these assessments to parents, along with an explanation of the results as well as the impact of the results on each student's educational progress.

### **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.**

Using the RtI at Work model, collaborative teacher teams in Madison County regularly use the data from benchmark, progress monitoring and formative assessments to shape their instruction and to create a system of tiered intervention and extension for students. They share a collective commitment to ensuring that all students master the essential standards for their grade level or course. Schools create time in the schedule for targeted intervention as a matter of routine. The interventions are specific, flexible, timely, and targeted to each student, by standard and by learning target. Teachers work to ensure that the time specified for interventions does not interfere with access to core instruction.

If a student does not respond to intervention in reading or math, the schoolwide intervention team will meet to develop an individualized program of instruction and intervention for the student. Struggling students will be provided additional tiered intervention using research based programs and strategies. Students are progress monitored regularly to ensure the interventions are working. Instruction is adjusted based on the data and input from the pupil support team.

Compliant to the Alabama Literacy Act, schools that serve students in grades K-3 will screen students in these grade levels for reading deficiencies using mClass. The intervention team will create an individual reading plan for each student whose data indicates that they are reading below grade level. Teachers will provide specific, research based intervention to target the skills that students need to master and conduct regular progress monitoring to ensure the effectiveness of the interventions.

**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.**

Madison County Schools monitor student progress in meeting academic, behavioral, and social emotional standards. Schools identify student needs and provide additional support through their structured programs. The system focuses on developing the capacity of professional learning communities to support student growth in all areas through learning cohorts designed to help each school grow in the effectiveness of its PLC implementation. The overarching goal is to continually improve educator engagement in student focused, data driven, and results oriented collaboration. The system has created a focus on equity and innovation in meeting the needs of the whole child and works with the larger community to continually seek ways to support the well-being of all students.

Additionally, many schools participate in the Blue Ribbon Schools of Excellence school improvement process. The Blue Ribbon process assists schools in identifying areas of needed improvement and the implementation of research-based strategies to address the areas of weakness. By focusing on the improvement of multiple areas of a school, the Madison County School System is able to promote positive growth in academic areas, social-emotional needs, and school culture.

**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 Madison County School system strives to hire certified and qualified teachers in all schools. The best qualified candidate is hired by utilizing a system-wide hiring process in which candidates are screened based on qualifications, certifications, and experience. All teachers in Title I schools are certified in the field in which they teach.

**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**

Four Madison County Schools have been identified as Additional Targeted Support and Improvement (ATSI) Schools: Madison County Elementary, Meridianville Middle School, Buckhorn Middle School, and Buckhorn High School. Each identified school will create a plan to address the needs of the identified subgroup of students through professional learning, data-driven instruction, high quality teaching and leadership, and a culture of high expectations. All identified targeted support schools will use evidence-based strategies, approaches, and interventions to meet the needs of every student.

#### **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 section 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).*)

Madison County School System currently serves eleven schools using Title I funds. The poverty criteria used to select eligible attendance areas for 2021-2022 will be the percentage of children who qualified for free and reduced lunch under the National School Lunch Act, on the 20th day after Labor Day 2019. The USDA and USDOE deemed this allowable due to possible disruption to the Free and Reduced lunch counts for Fall 2020 due to COVID. Schools will be determined eligible based on the number of students qualifying for the free and reduced priced meals. All schools with 40% poverty or greater will be served by Title I and will implement school-wide programs for 2021-2022. Due to the varying system allocation each year, the percentage will be reviewed prior to the 2022-2023 school year to determine if adjustments are needed.

#### **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.**

Due to the decrease in student enrollment in Sequel TSI, Madison County Schools does not meet the minimum student count to qualify as a stand-alone neglected and delinquent program.

Madison County Schools N&D transition plan ensures a seamless transition for at-risk students who are transferring between Madison County Schools and private or state-run facilities. This plan is designed to provide support for students to acclimate educationally and socially between these settings while focusing on the individual needs of the at-risk student. Title I Funds are set aside to provide tutoring and academic support to students if needed.

**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.).**

During the regular school year, students identified as Homeless are provided academic assistance as needed and transportation through general fund accounts and competitive grants. Students are monitored quarterly with respect to grades, attendance, discipline, and general well-being by the district liaison and the school social worker in their feeder family. Any needs identified are coordinated through the liaison with either competitive grant funds, local funds, or through outside agencies if funds are unavailable. Through the Title I set aside funds within the Title I budget, instructional materials and school supplies are provided along with transportation or mileage, when needed. Additionally, money has been set aside to cover required fees for homeless students.

In addition to the regular services provided, the homeless population is eligible to receive transportation and student materials through education funds. Homeless students who are placed on Tier III of RTI can receive additional tutoring support at the local school. When funded through the McKinney-Vento competitive grant, a social worker serves the homeless population to address social needs, which affect school attendance and academic performance.

**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.**

Every effort is made to coordinate and integrate the local education agency services provided with other local education agency services or individual school services. Federal Program services which meet the needs of individual children are coordinated and integrated with other educational services offered.

Madison County Schools has first class preschool programs available in a total of eleven schools. All Title I elementary schools and three (3) Non-Title I elementary schools include a four year old program to transition the children from home to school. Madison County Schools ensure that parents of all children, particularly parents of at-risk children, have equal opportunity to enroll their children in the preschool program by announcing registration dates using a variety of communication resources (i.e. school marques, websites, newsletters, flyers, Facebook, Twitter, Blackboard Communication, and newsletters). Schools that receive funding through the *Alabama First Class Pre-K (OSR) Grants* also ensure *all* parents have equal opportunities to enroll their children in the referenced program using the same forms of

communication. We do not have Even Start, Reading First, or Early Reading First.

First class preschool programs are formatted to assist children in transitioning from home to school. It should be noted that Pre-K classrooms improve the cognitive, social, physical, and emotional needs for eligible children whose ages fall below the grade at which an LEA provides a free public elementary education (ESEA section 1115 (b)(1)(A)(ii); 34 C.F.R. § 77.1).

A wide distribution of recruitment notices in English and Spanish are distributed which state that a **random selection drawing** is used to choose children in the OSR Pre-K classrooms. Random selection means that every child in the population has an equal chance of being selected. Criteria such as gender, race, socio-economic status, and academic ability are NOT used as criteria for selection in the random drawings. The random selection drawing is done in a public forum to ensure participants, particularly parents of English Language Learners, at-risk students, and other Title I-eligible children are not precluded from the process. When federal funds are utilized, we use multiple criteria, including a teacher judgement checklist, parent/legal guardian interview, and Bracken School Readiness Assessment Third Edition, to identify eligible students and prioritize students who show a greater need for preschool.

Additionally, Madison County Schools implements a transition procedure for students entering kindergarten programs from outside and within the LEA. Phase-in days are provided in each kindergarten classroom where one third of the students in a class attend on each day during the first three days of the school year. This allows teachers to work with a small number of students, acclimating them to the elementary school environment.

**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.**

At this time, no schools receive targeted assistance in the Madison County School 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.**

Madison County Schools implement strategies to facilitate effective transitions from middle school to high school. School counselors from the middle school and high school work together to develop plans and schedules for each individual student. They provide social and emotional support for students as they matriculate and schools provide transition meetings for students with special needs. Parents and students are invited to attend orientation meetings to prepare for the transition from middle school to high school.

Madison County high schools coordinate with institutions of higher education, employers, and other local partners to assist students transitioning to postsecondary education and careers. Madison County School System employs a career coach who works as a liaison between schools, students, and postsecondary institutions. School counselors also assist students with college applications, scholarship applications, military recruitment, and career opportunities.

**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.**

Madison County high schools administer the Kuder evidence-based career assessment to students. Assessment results are provided to students as a guide for possible college and career paths. School counselors meet with students during the spring of the 8th grade year to create a 4 year plan to align their instructional programs and interests. High school counselors review the plan with students each spring thereafter.

High schools offer orientation assemblies in the spring/summer to introduce their academic and extracurricular programs to students and their families. AP, arts and career tech opportunities are highlighted along with club and athletic information.

Students are assigned homeroom teachers at the beginning of ninth grade who assist them in acclimating to the high school setting. Students are provided with social, emotional and academic support through homeroom meetings.

Classes are offered to students beginning in ninth grade in which students discover career and educational options as well as information to complete the academic challenges of high school successfully.

Madison County students are provided several opportunities for rigorous college content while in the high school setting. Students have access to early college through high school dual enrollment opportunities. Dual enrollment representatives from Calhoun Community College meet with interested students/parents at the local schools and are provided with an informative orientation on ways to be successful. Madison County Schools also have agreements with four other community colleges and universities in which students have the ability to enroll in academic as well as career technical dual enrollment courses. High school counselors work closely with students as they develop their post-secondary plans.

Beginning in the ninth grade, students are also provided with access to college equivalent Advanced Placement courses. While taking rigorous college content, students are provided with extra tutorial support and built in "soft landings" to assist with successful completion of the courses. Students who earn a qualifying score on the AP exam may receive college credit.

All high school juniors and seniors attend the annual College and Career Readiness Fair at one of the local universities each fall. Representatives from various colleges and businesses throughout Alabama and the southeast meet with students to discuss their post-secondary options.

The high school career coach works closely with the school counselors to develop opportunities in which students can gain access to information preparing them for post-secondary opportunities. Students engage in field trips to various area businesses and colleges and participate in activities such as interview preparation, and filling out the FAFSA. Senior counselors provide scholarship information through student and parent meetings, social media and newsletters.

**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)**

Discipline data is reviewed by school administrators and central office staff regularly. Data is disaggregated by each of the student subgroups in order to identify and support schools in reducing the overuse of discipline practices that remove students from the classroom. The Supervisor of Student Services also works with stakeholders to revise and implement the district code of conduct in order to provide consistent discipline practices at all schools.

**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.**

At this time, the Madison County School system does not utilize Title I funds to supplement the career technical education program. Career technical education initiatives are currently funded by Perkins money. The Career Technical Program has a fully developed career technical plan.

**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.**

At this time, the Madison County School system does not utilize Title I funds to supplement the career technical education program. Career technical education initiatives are currently funded by Perkins money. The Career Technical Program has a fully developed career technical plan that includes the integration of work-based learning opportunities.

**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.**

At this time, the Madison County School system does not utilize Title I funds to assist in the identification and service of gifted and talented students. State gifted allocated funds are used for identification of Gifted and Talented students. All second grade students are screened and identified using a universal screener, work products and/or additional assessments. Identified students system-wide in grades three through five receive three hours of service time weekly by a gifted specialist.

**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, Madison County School System does not set aside any Title I funds to develop effective school library programs; however, some schools use their per pupil allocation to provide additional technology and literature in their school libraries.



**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 Madison County School System will take the following actions to involve parents in the joint development of its districtwide parental involvement plan under section 1112 of the ESSA:

- Establish a district level committee including representation from all Title I schools.
- Conduct an annual meeting to review and revise the current district level parent plan.
- Maintain written documentation reflecting parent input.
- Attach form requesting parent feedback to the parent plan.

Madison County Schools will involve parents and family members in the development of the plans for Title I funds. Parent Involvement is continuous and ongoing. Parents are active participants in all Title I planning sessions and are invited to attend all meetings.

Madison County Schools involve parents in the learning process by keeping them informed, training them in certain skills, and including them in school activities. Parent Involvement is continuous and ongoing. Parents are active participants in all Title I planning sessions and are invited to attend staff development activities. Title I updates are disseminated in PTO/PTA's Meetings, Title I Parent Meetings and other parent events at local schools. A copy of the Parent Plan is available in the school's principal office, the school's library, the school's front office, and in the Office of the Title I Supervisor. Copies of the Title I Parent Plan are distributed annually. Communication between the school and the home is important. School-to-Home Compacts are sent out at the beginning of each school year. Parents are encouraged to give input annually into the school-to-home compact and the revision of the school parent plan, the system parent plan, and the Title I LEA Plan. Annual Title I parent meetings are conducted at each Title I school. The LEA provides training as needed for parents.

**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 Madison County School System will provide necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. A district parent involvement committee meets at least two times per year to review, discuss, and revise the district Title I plans. Additionally, the local school committees meet to develop school compacts, parent engagement plans, and continuous improvement plans.

The Federal Programs Supervisor will offer assistance to Principals in conducting Title I Parent meetings. Working collaboratively with Principals of Title I schools, the Federal Programs Supervisor will review annual parent survey results and address weaknesses. Madison County will provide informative sessions and speakers when requested.

**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 Madison County School System will coordinate and integrate parent and family engagement strategies with other relevant laws and programs. Madison County Schools will make provisions for schools to include parents as team members to review the instructional plan of each grade level during a Curriculum Night. Parents are included in the system ACIP Planning Committee. Madison County Schools will also conduct an annual meeting which provides an overview of assessment data and the performance of each Title I school.

**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)**

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

The Madison County School System will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation regarding its parental involvement plan and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents), its parental involvement plan.

In our annual evaluation of parent and family engagement, we strategically review the data as a district and with local schools in order to identify the needs of parents and family members in assisting with the learning of their

children. Our annual Title I Parent Survey helps local schools identify the level of engagement between families and school personnel and teachers. In particular, the LEA and local schools use the following question responses in order to develop parent involvement and curriculum opportunities.

- I know what my child should know and be able to do in reading and/or mathematics for the grade he/she is in.
- I understand my child's report cards and test scores.

The above questions are reviewed locally and by the LEA in order to meet these needs. Specifically, our LEA addresses the expressed needs of parents by developing local school Title I plans that include meeting these needs. Instructional teams discuss opportunities for the school year that help parents assist in the learning of their children. Examples of plans to address the needs of parents include curriculum family nights, social media promotion of community resources, parent-teacher conferences, parent liaisons, and after school tutoring in which parents are invited to attend with their children.

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

Madison County Schools will invite all parents to an annual meeting to evaluate the content and effectiveness of the District Wide Parent Involvement Plan. Parents will be surveyed annually to determine if Parental Involvement needs are met at the school and district level. The LEA will consider written surveys and parents' verbal input before developing and planning future parent involvement activities.

Madison County Schools will utilize Language Link telephone and video remote interpretation, Language Link for document translation, TransAct translated notices, Talking Points translation app, and in-person translators to eliminate barriers for limited English Proficiency parents.

The Madison County School System will make provisions for schools to include parents as team members to review the instructional plan of each grade level during a Curriculum Night. Schools will conduct an annual meeting which provides an overview of assessment data and the performance of each Title I school.

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

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

Parents will be surveyed annually to determine if Parental Involvement needs are met at the school and district level. The LEA will consider written surveys and parents' verbal input before developing and planning future parent involvement activities.

Survey data will be reviewed locally and by the LEA and the findings will be analyzed in order to determine next steps to create a welcoming school culture that invites family engagement as a core value. Creating a welcoming environment is one of the most influential indicators of family engagement, and we as a district understand that parents must feel welcomed and must have positive interactions with staff in order to create more parental involvement. One evidence-based strategy that our LEA utilizes is establishing opportunities for

parents to build their own skills and deepen knowledge. Across our district, we provide training and workshops that model for parents how to support reading and math skills for students. Regular communication with families is strategic and ongoing to ensure more effective parental involvement. As an LEA, we communicate regularly with our stakeholders through social media and media outreach to ensure that parents know that schools welcome and encourage their involvement. At the local level, our schools reiterate this desire through regular communication and open-door policies. The LEA publicizes events early and often using multiple methods including websites, social media, marquees, and call outs. We make every effort to accommodate working parent schedules.

**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 Madison County School System will involve parents in the joint development of its district wide parent and family engagement plan. A district level committee will be developed including representation from all Title I schools. The district level committee will assist in the development, revision, and review of the parent and family engagement policy.

**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 Madison County School System will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

The Madison County School System will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -

the State's academic content standards:  
the State's student academic achievement standards:  
the State and local academic assessments including alternate assessments,  
the requirements of Part A,  
how to monitor their child's progress, and  
how to work with educators:

Madison County Schools will:

- Provide information regarding the state's academic content standards at an annual meeting.
- Make available state content and performance standards and state and local assessments, including alternate assessments at the annual meeting.
- Assist parents, upon request, in interpreting assessment results prior to and after testing.
- Provide parents/teachers with information to render more meaningful conferences.
- Utilize school messenger and other methods to encourage parents to schedule periodic parent-teacher conferences to assist in monitoring their child's progress.
- Provide workshops for parents to assist them in better understanding the Alabama Curriculum Standards.
- Provide opportunities for parents to learn the instructional expectations at each grade level.

Assistance will be provided to parents throughout our district in order to ensure understanding of curriculum standards and assessments through opportunities at local schools. The LEA ensures that opportunities for parent education and involvement are on-going through development of local school plans regarding parent involvement, curriculum and assessment resources, and communication. Through advertised Title I Parent Committee meetings, our district shares consistent messaging in that we are eager to provide assistance and resources in understanding student curriculum standards and assessment questions. Local schools hold parent teacher conferences, curriculum nights, and other events to provide parents assistance in understanding standards, assessment results, and individualized student plans.

**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.**

Madison County Schools will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Madison County schools will update their websites to provide the most current information. Madison County schools will provide funds for literacy training if all other sources are exhausted. The literacy training needs of parents will be determined through school surveys and observations. Every effort will be made to respond to literacy training needs. Parents may be surveyed to determine the preferred time(s) for parent meetings. Meetings will then be scheduled in response to parents' stated preferences and to the needs of working and non-working family members. The meeting's schedule will reflect variety and flexibility.

**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 Madison County School System will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach, communicate, and work with parents as equal partners, in the value and utility of parent contribution and in how to implement and coordinate parent programs and build ties between parents and schools. Madison County Schools will provide materials and facilities to train parents, teachers, pupil services personnel, principals, and staff to work with each other and work with parents as equal partners. Meetings will be arranged at a variety of times, such as in the mornings and evenings in order to maximize the opportunity for parents to participate in school activities. Parents may be surveyed to determine the preferred time(s) for parent meetings. Meetings will then be scheduled in response to parents' stated preferences and to the needs of working and non-working family members. The meeting's schedule will reflect variety and flexibility.

**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 Madison County School System will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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. Pre-Kindergarten programs for four-year-old children will be provided in every Title I Elementary School. The Curriculum in Pre-Kindergarten programs will be consistent from school to school. Parents will have the opportunity to attend an open house at the school prior to their child's entry into the Pre-Kindergarten program.

**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 Madison County School System will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Madison County shall provide other reasonable support as parents request through:

- Telephone Contacts • BlackBoard Communication • Email Contacts • Transact
- Surveys • Twitter • One-on-One Contact (Face-to-Face) • Newsletters
- Websites • Language Link • Talking Points • Facebook

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

The Madison County School System in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement providing other reasonable support for parental involvement activities under section 1118 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 Madison County School System in consultation with its parents, chooses to undertake the responsibility to build parents' capacity for involvement in the school and school system to support their children's academic achievement providing other reasonable support for parental involvement activities under section 1118 as parents may request. Parents serve on the Federal Programs Advisory Council and the local school ACIP committees to provide leadership, guidance, direction, and input in the development of training.

**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.**

Madison County schools will provide funds for literacy training if all other sources are exhausted. The literacy training needs of parents will be determined through school surveys and observations. Every effort will be made to respond to literacy training needs.

**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.**

Madison County schools will make every effort to pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. Schools may use their Title I Parent Engagement funds to contract for transportation and childcare if needed. School employees may also volunteer to supervise students during parent training or meetings, and our district social workers may assist with transportation for families if needed.

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

Madison County Schools will provide training for parents in order to promote and enhance the involvement of other parents. Madison County Schools hosts a Summer Leadership Academy for all local school parent groups to provide training for parents on the importance of involvement, promotion of volunteerism, conflict mediation, communication, community engagement, and fundraising. Madison County Schools employs a part-time Community Involvement Coordinator who serves as a resource for parent and community advisory groups.

**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.**

In order to maximize parental involvement and participation in their children's education, school meetings will be offered at a variety of times. Meetings may be held virtually. If at-school attendance is not possible, in-home conferences between teachers or other educators, who work directly with participating children, will be offered to meet the needs of the family.

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

The Madison County School System will adopt and implement model approaches related to the school and parent programs, meetings, and other activities in order to improve parental involvement. Information will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Multiple means of communication and opportunities to participate will be provided at all Title I part A schools.

**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 Madison County School System will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of the ESEA. Madison County Schools will establish a district level committee including representation from all Title I schools. An annual meeting will be conducted to review and revise the current district level parent plan. Madison County Schools will maintain written documentation reflecting parent input.

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

Madison County Schools will work collaboratively with community-based organizations and businesses, including faith-based organizations, to develop appropriate roles for combined participation in parental involvement activities.

**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.

Madison County Schools will provide opportunities for all parents to participate and remain informed. In order to meet the needs of students and their parents, translators and translated materials may be provided. Accommodations will be provided for family members with disabilities in order to allow access to all meetings and materials. Social workers will assist in meeting the needs of family members of homeless and immigrant children as needed. Parents will be able to access reports and information using a variety of methods, and meetings and conferences will be offered at times convenient for parents and families in order to meet their specific circumstances.

The LEA uses findings from evaluations administered in order to design strategies to improve and increase parental involvement throughout the district. District administration reviews annual survey results and plans with local schools regarding parental involvement and strategies for increasing that involvement.

**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 Documentation of written parent communications, emails, meeting agenda, and sign in sheets. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2021.**



7/16/21

**PLAN APPROVED BY (Person or Entity) DATE OF APPROVAL**

## **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))