Marengo County (046) Public District - FY 2026 - Consolidated - Rev 0 - Improvement Planning

LEA Consolidated Plan

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

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

• is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.

• as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate

• has an effective plan date.

• documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.

• has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

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

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

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

The goal of the Marengo County Board of Education is to make the shift in thinking from an assessment focused curriculum to a well-rounded program of instruction. Blended learning will be utilized in all subject areas to create a well-rounded program of instruction through:

- Alabama Standards being rigorously implemented in all grades K-12
- Gifted Education

- Intervention/Remediation
- College and Career Guidance and Counseling Programs
- Integration of critical thinking skills
- Technology integration
- Digital libraries to promote reading
- Signature Academies
- Dual Enrollment Opportunities

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.

The Response to Instruction (RtI) framework serves as the basis for identifying students who are at risk of academic failure. The reading, language, math and behavior needs of students in grades K-12 are identified and addressed through individual plans. The screening process requires schools to gather multiple sources of data, including but not limited to, formative and summative assessments, attendance data, and discipline data. Student needs are analyzed using this data and students are placed in instructional tiers. The frequency of intervention and additional instruction is based on the needs of each student. Both formative and summative assessments are used to measure progress. Parents are informed of all RtI interventions and are invited to all RtI meetings involving their child.

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.

Marengo County facilitates the use of an at-risk plan that outlines the strategies and interventions conducted by each school to give additional educational assistance. Federal funds are utilized to reduce class size, therefore, allowing teachers more individual time with students. Struggling students are provided instruction through intervention teachers and classroom teachers to give multiple opportunities for learning. Intervention teachers and reading coaches are employed to provide additional support for students needing intervention services. Additional assistance is provided in the following ways:

Remediation through in-class pull out sessions

Intervention through pull out sessions

EL assistance either pull out or push in

Tiered Instruction

ARI

AMSTI

Credit Recovery

After School Tutoring

The Response to Instruction (RtI) framework serves as the basis for identifying students who are at risk of academic failure. The reading, language, math and behavior needs of students in grades K-12 are identified and addressed through individual plans. The screening process requires schools to gather multiple sources of data, including but not limited to, formative and summative assessments, attendance data, and discipline data. Student needs are analyzed using this data and students are placed in instructional tiers. The frequency of intervention and additional instruction is based on the needs of each student. Both formative and summative assessments are used to measure progress. Parents are informed of all RtI interventions and are invited to all RtI meetings involving their child.

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.

Marengo County Board of Education will identify and implement instructional strategies that are appropriately challenging, purposeful, meaningful, and based on real-world problems and situations. Student's background knowledge and current level of understanding will be identified along with state assessment data to serve as the starting point for instruction. Daily formative assessments will be given to monitor progress and understanding. Critical thinking skills will be incorporated into daily lessons, and teachers will follow the strategic teaching model for instruction. Literacy strategies will be incorporated in all content areas.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required and 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.

Marengo County Board of Education monitors the hiring and placement of teachers to ensure that there are no disparities that result in low-income students and minorities being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Jobs are posted in multiple places to advertise fully. In our rural area, high need fields such as math and science are difficult to staff. Applicants are screened to make sure they are certified in the area they are applying. An out-of-field report is run to make certain that all teachers are teaching classes for which they are certified. Ineffective teachers are placed on administrative evaluation cycles and provided PD to address issues. Clearly defined expectations are discussed and teachers must adhere to them.

6. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under section 1111(d)(1) regarding Comprehensive Support and Improvement (CSI) schools. The local education agency must include how it will develop and implement a CSI plan in partnership with stakeholders that takes into account the accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment, identifies resource disparities, and is approved by the school and the local education agency.

Marengo County does not have any identified CSI schools currently.

7. Sec. 1112(b)(3)

If the local education agency provides public school choice as described in 1111(d)(1)(D) to students enrolled in a school identified for Comprehensive Support and Improvement (CSI), describe how the local education agency gives priority to the lowest-achieving children, how the local education agency ensures that a student who uses the option to transfer shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school, and how the local education agency permits a student who transfers to another public school to remain in that school until the student has completed the highest grade in that school.

Marengo County does not have any identified CSI schools currently.

8. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under 1111(d)(2) regarding Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools (if applicable). The local education agency must include how it will support a school in developing an improvement plan in partnership with stakeholders that takes into account the accountability indicators for each subgroup of students for which it is identified and includes evidence-based interventions. The local education agency must include how it will approve the plan and monitor its implementation, including how the local education agency will take additional action following unsuccessful implementation of the plan after a number of years determined by the local education agency.

Marengo County does not currently have any identified TSI or ATSI schools.

9. 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).)

Marengo County Board of Education will comply with all federal and state regulations as it relates to poverty criteria. MCBOE has adopted the policy of identifying student poverty through the Direct Certification data as related to the Community Eligibility Provision. All three of the Marengo County Schools are CEP schools and therefore, will rank schools using the percentage of directly certified students in each school. Marengo County will ensure that 100% CEP schools will receive at least as much per pupil as CEP schools with poverty rates below 100%.

10. 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 school-wide program in the Marengo County Schools is a comprehensive reform strategy designed to upgrade the entire educational program in the district's Title I schools. The primary goal is to ensure that all students, including those who are low-achieving, demonstrate competence and advanced levels of achievement on state academic achievement standards. This school- wide program should result in a continuous, comprehensive plan for school improvement that used by the entire school community and is tailored to its unique needs. (ESSA, 2015) The Marengo County Schools decided to concentrate Title I funds in grades kindergarten through twelve to lower class sizes and provide supplemental materials to build a stronger academic foundation. All of

our schools in the district operate under the school-wide program. All students in grades kindergarten through twelve benefit from the federal funds allotted to the school. These funds supplement the regularly funded program based on the percentage of free and reduced students. An annual needs assessment is completed at each location to identify and address the needs of the school. Based on this needs assessment, a committee created by the principal is responsible for developing the Alabama Continuous Improvement Plan (ACIP) for the school. The plan describes goals, strategies, and action steps needed to carry out the goals and benchmarks used as signs of success. The ACIP committee decides what the school needs and how Title I funds will supplement the instructional program.

In the event of a private school opening, the school will receive an invitation by registered letter before the first budget planning meeting. The letter will detail the guidelines for private school participation in the Marengo County Schools Title I program. The administrator of the private school will be asked to indicate his/her preference in regard to the school's participation in Title I and other federally funded programs. Should private schools elect to share in these services, they must provide the names and addresses of students in need of services. Through timely consultation, the Marengo County Schools will work with the private school to identify eligible students and develop, carry out, assess, and review equitable programming.

The Marengo County Schools will be responsible for contracts and will keep administrative control over Title I and other federal funds granted for services provided to private school students including materials and equipment. Those schools that choose not to take part will continue to receive an annual notice confirming that they have the opportunity to participate. Private schools are given the opportunity to take part in consultation with the Marengo County Schools. Should any private school within our jurisdiction feel they have not had this opportunity, they may contact the Director of Federal Programs for the Marengo County Schools. If unresolved locally, the private school may file a complaint with the Alabama State Department of Education at (334) 242-8199. * Private schools located within the borders of the district have elected not to participate at this time.

Currently there are no local institutions for neglected or delinquent students within the Marengo County School District. Students placed in these institutions withdraw and come under the jurisdiction of other LEAs. As a result they are, temporarily, no longer our students.

An admission policy for neglected or delinquent children is in place should such institutions become available within the Marengo County School District. Evaluation of students will use the same instruments as all other students to ensure that we provide proper educational service.

A transition plan will be developed with input from the student and his/her teachers to assist the student in the transition back to the general school populations.

Re-entry to the main campus will require a behavior contract and transition plan.

Students attending an alternative learning setting will receive credit for all coursework completed.

The Marengo County School district has no Targeted Assistance schools within its jurisdiction.

11. Sec. 1112(b)(6)

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

The local school personnel in conjunction with the Marengo County Department of Human Resources will identify students that may be considered homeless. Marengo County Schools has established a policy that eliminates the barriers to enrollment, attendance, and success in school for homeless students. Mentoring, Summer Enrichment Programs, and other supplemental instructional programs will be provided to improve the academic and overall education of homeless children and youth to ensure they meet the same challenging state content and performance standards as other children. A portion of Title I funds are set aside for students identified as homeless. The set-aside of $1,000 per school will be set-aside for homeless students in Marengo County. This money will be utilized for transportation, clothing needs, parent training, school supplies, activity fees, and mental health services. A total of $3,000 will be set aside for homeless students. This amount is based on an average of needed funds in prior years (3) and has shown to be adequate for the yearly needs of Marengo County homeless students.

12. 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.

Marengo County will participate with early childhood organizations to plan for transition to local elementary school programs. OSR preschool programs plan with the local schools transition steps for participants in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional programs.

13. 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.

Not Applicable to Marengo County. All Marengo County schools are Schoolwide.

14. 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.

Marengo County Schools are K-12 unit schools. The transition plan from middle to high school involves student visits and counselor orientation provided for our 6th graders that transition to the “High School Hall”. The next step for transition occurs when the counselor meets with the 8th graders to plan the four years of High School. This involves career counseling and career exploration. The counselor and career coach work with all students to help them establish career interests and the pathway to an Alabama High School Diploma. This plan is documented in the Kuder program where all students have a four year plan for graduation that is fluid and can change annually. All students attend career and college fairs as well as meet with local employers/partners to practice interview skills and make contacts. Coastal Community College, The University of West Alabama, and Alabama Southern Community College are partners with Marengo County to provide dual enrollment in both academics and career technical courses.

15. Sec. 1112(b)(10)(B)

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

The career coach and counselor for each school works with all students beginning in 8th grade to establish a four year plan for college and/or career. Marengo County partners with Coastal Community College, The University of West Alabama, and Wallace Community College to provide dual enrollment opportunities for academic advancement and career credentialing. Each school provides career technical pathways for credentialing. The four year plan for each student is housed in the Kuder program and is a fluid changing plan to be updated yearly.

16. 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).

Marengo County has developed a discipline policy to include the use of in school suspension and the Marengo County Alternative School. Students sent to either have access to the general education curriculum and any services that were provided in the classroom. According to the Annual School Incident Report, no students were expelled. The district also focuses on Social Emotional Learning to equip teachers with strategies to work with students that have experienced trauma. The system is also incorporating PBIS through the partnership with MTSS and the ALSDE.

17. 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 Career and Technical Education Coordinator in addition to the career coach work through programs provided at each school to ensure Career and technical education content is available and accessible to all students. Workforce development reports are utilized to determine in demand occupations or industries in the area. The schools provide credential opportunities that will allow students to be employable after graduation. The career coach along with the career tech teachers work collaboratively to promote these skills to prepare our students for occupations and/or industries in the state. Our goal has been to have our students shadow professionals in the workforce. This is still an ongoing process.

18. 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.

Working with the career coach in the school system, students shadow different occupations and attend career fairs with industry professionals. The career coach along with the career tech teachers work collaboratively to promote these skills to prepare our students for occupations and/or industries in the state. Our goal has been to have our students shadow professionals in the workforce. This is still an ongoing process. However, at this time there are no work-based opportunities for credit offered through the school system.

19. Sec. 1112(b)(13)(A)

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

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

20. Sec. 1112(b)(13)(B)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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.

Marengo County proposes to use Title I funds to improve academic achievement through professional development and coaching in a job embedded setting. The job embedded professional development will strengthen instructional practices and support student achievement. This will ensure that all students, particularly those at risk of academic failure, have equitable opportunities to meet challenging state standards. Through sustained, collaborative professional learning, all educators gain strategies to deliver high quality, evidence based instruction. Effective school library programs are integral to this process as they expand access to literacy rich resources, digital tools, and information for instruction. The librarians will serve as instructional partners with regular education teachers to improve academic outcomes for all students.

21. 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 agency will involve parents and family members in jointly developing the LEA Consolidated Plan under section 1112, and the development of support and improvement plans for any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) as described in 1111(d)(1) and (2).

Marengo County Board of Education will take the following actions:

Invite all parents to participate in school and district committees, such as Federal Programs Advisory Committee, ACIP Committees, and Planning Committees.

Hold a Parent Advisory Committee meeting for parents of students in the Title I program to review the LEA plan and discuss how Title I funds will be used to support the plan.

Provide parent access to LEA and school parent and family engagement plans and continuous improvement plans via each school's website.

Distribute an annual survey to facilitate parent and family input and involvement in the development of LEA and school parent and family engagement plans and continuous improvement plans. This will include parent and family involvement in the process of design, review, and improvement of the overall Title I program.

Include parents and family members in the planning and implementation of changes in Title I.

Notify parents and family members via a variety of contact strategies including newsletters, emails, phone calls, school and district websites, social media and school marquees. Take home notices are translated as needed.

In the event of having schools identified as CSI, TSI, or ATSI, the above process will be followed to aid in the development and support for improvement.

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.

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

Quarterly meetings with school instructional teams offering guidance, support, and resources and opportunity for collaboration between schools and the district

Periodic meetings with principals throughout the year to communicate current expectations, review guidelines, and discuss relevant matters specific to all schools

Support for school staff to participate in outside sources providing professional learning related to parental involvement

A district level Federal Programs Coordinator that will provide guidance, research based professional learning, monitoring, and support for the implementation of meaningful parent engagement practices to ensure effective ESSA compliance

Information regarding resources available and initiatives offered by the ALSDE including webinars, toolkits, publications, and networking

Community resources to be accessed to support and share with parents

An informative district website to link with school websites

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.

To coordinate and integrate the parent and family engagement strategies of Title I with the parent and family engagement strategies from other programs, MCBOE will create a support network so that programs, initiatives, and community can help each other achieve success. Networking with others will create the opportunity for groups interested in developing effective parent engagement strategies to learn from each other. Some of the organizations and agencies that MCBOE will partner with are:

Marengo County Department of Mental Health

Marengo County Extension Office

Marengo County Health Department

Marengo County Department of Human Resources

Marengo County Juvenile Probation Office

OSR Pre-School Programs

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 Title I, Part A, that includes

identifying 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).

Marengo County Schools will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions.

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

E. 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 Title I, Part A, that includes identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

Marengo County Schools will conduct annual parent surveys. They will be administered electronically or by paper. The survey will ask parents questions dealing with the learning of their children. Communication with teachers and school leaders will also be addressed. The school district will use the results of the surveys to design strategies that will be more effective for parent and family engagement assisting with the learning of their children.

F. 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 Title I, Part A, that includes identifying strategies to support successful school and family interactions.

The LEA and the Advisory Committees will use the data gathered from the parent surveys and input from the Parent Advisory Committee to develop strategies that will be used to meet the needs identified. The strategies will be used to support successful school and family interactions. Electronic meeting services will be utilized in the event of a school closure or virtual learning.

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

G. 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.

A Parent Advisory Committee will meet to discuss the effectiveness of the parent involvement program based on the responses submitted on the annual survey. Goals will be set at this meeting to reflect the findings of the annual survey. This will be presented to the Federal Programs Advisory Committee. The committee will analyze the goals and set forth the strategies to support successful school and family interactions.

The framework from the Community Schools Playbook will be used to design evidence-based strategies to achieve more effective parent involvement. Board policies will be reviewed to ensure the following:

1. Structures and practices are in place to support family and community engagement for full participation.

2. Opportunities for teachers and school staff will be available to learn from parents and communities to foster strong relationships.

3. Opportunities to develop the capacity to build trusting and collaborative relationships are available.

4. Opportunities for family and community engagement in all school activities are available.

5. District leadership supports schools to implement programs that reach community and family members.

6. Opportunities to build community partnerships with trusted organizations are available.

Any changes will be approved by the Advisory Committee. Parental comments of concern, discontent, or disagreement may be sent in writing (Letter of Discontent or Disagreement) to the Federal Programs Director.

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

H. 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.

Marengo County Schools will establish a Parent Advisory Committee that will meet twice a year (either in person or virtually) to discuss schools and district parent and family engagement activities and to discuss revisions needed to the parent and family engagement policy. Members of the Parent Advisory Committee will be made up of parents and family members from each of the Title I Marengo County Schools and will adequately represent the needs of the population to be served. The district will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities.

Sec. 1116(e)

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 school involved, the parents, and the community to improve student academic achievement, the local education agency shall:

I. 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.

Marengo County will provide assistance to parents and family members in understanding the following:

Challenging state academic standards

State and local assessments

Title I requirements

Monitoring a child’s progress

Working with educators to improve your child’s education

Through a variety of parent and family engagement activities scheduled at the school, parents will be informed about school and district policies and procedures and the curriculum being offered. Information regarding the best way to communicate with teachers and leaders in the school will be offered as well as progress reports and report cards for parents to monitor student success. The school-parent compact for each school will be decided on and carried out yearly in order to support the learning process.

J. 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.

Marengo County School System will, with the assistance of the schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate to foster parental involvement. A computer is available for all parents to use at the schools. Take home reading programs are in place for Title I and EL parents to work with their children at home on reading skills. School counselors assist families in finding resources and or providing referrals to agencies to address their family needs.

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

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

L. 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.

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

Marengo County Department of Mental Health

Marengo County Extension Office

Marengo County Health Department

Marengo County Department of Human Resources

Marengo County Juvenile Probation Office

OSR Pre-School Programs

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

M. 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.

Marengo County Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format. This includes alternative formats upon request and to the extent practicable, in a language the parents can understand. Each Title I school distributes both the local school and the LEA Parent and Family Engagement Plans to families at the beginning of the school year. Notices are translated in TransACT, the online compliance and communication center for needed languages. LEA parent meetings are held throughout the year for parents including those of EL students. During these meetings, presentations will be translated as needed for EL parents.

N. Describe how the local education agency will ensure it provides such other reasonable support for parental involvement activities under this section as parents may request.

Throughout the year, parents may request other support for parental involvement activities. As these needs arise, the schools and the LEA will provide the reasonable support as needed. We will maintain open lines of communication with all parents and encourage them to voice their concerns and needs. To ensure the framework for support is in place, we will make certain that parents are included as members of the Continuous Improvement Plan (CIP) team at each school to assist in developing the CIP. The LEA Parent Advisory Committee will have representation from every school. We will encourage parents to

participate in other LEA committees. At the beginning of each school year, the Marengo County Board of Education will notify the parents of each student attending any school in the system of their right to request information regarding the professional qualifications of the classroom teachers of their student. Also, the school will provide timely notice to parents if their student is being taught by a teacher that does not meet applicable state certification requirements for four or more consecutive weeks.

O. Describe how the local education agency may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

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

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

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

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

The LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. This will occur if it is found to be a need. At this time, it has not been identified as a need.

R. Describe how the local education agency may train parents to enhance the involvement of other parents.

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under ESSA including the planning, review and improvement of the school parental involvement policy and the joint development of plans required by ESSA.

Provide parents:

Timely information about programs supported by ESSA and included in the Consolidated Application

A description and explanation of the curriculum in use at the schools, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible

Provide assistance to parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of the Consolidated Application, and how to monitor a child's progress and work with educators to improve the achievement of their children.

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, as appropriate to foster parental involvement;

Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, 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.

S. Describe how the local education agency 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.

Convene an annual meeting at a convenient time, to which all parents will be invited and encouraged to attend, to:

a) Inform parents of the school's participation in programs described in the ESSA legislation

b) To explain the requirements of these programs

c) To explain and answer questions about the rights of parents to be informed about and involved in these programs

Offer meetings throughout the year, to which all parents will be invited, to promote parent-school communication and increased parent involvement in their children's education. These meetings will be scheduled at times that are convenient to parents, including mornings and evenings. To the degree practicable and permitted by law, the LEA will use ESSA program funds to provide transportation, child care, or home visits, as such services relate to parental involvement.

T. Describe how the local education agency may adopt and implement model approaches to improving parental involvement.

All approaches to improving parental involvement will be adopted and implemented by asking for parental input and by using evidenced-based approaches to effective parent and family engagement. The National Standards for Family-School Partnerships are utilized by Marengo County. The LEA will work to implement:

Providing families information related to child development

Providing families information related to creating supportive learning environments

Establishing effective and reciprocal communication

Creating a welcoming school climate

Engaging families in school planning, leadership, and meaningful volunteer opportunities

Connecting students and families to community resources

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

U. Describe how the local education agency may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

The LEA will establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section by having representatives from each grade span from each school in the system to meet twice a year for input into parental involvement. The meetings will be held virtually and through email for ease of parent involvement. These parent representatives will build school and parental involvement by promoting the inclusion of parents on all school planning/improvement committees.

V. Describe how the local education agency may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

To further develop our parent and family engagement plan, partnerships among community based organizations and businesses will be established. Community organizations and businesses will be encouraged to offer support in identifying needs and implementing strategies for improved parent and family engagement. They may provide guest speakers, locations for meetings, and monetary donations for parent needs. Organizations where such support will occur include:

Marengo County Department of Mental Health

Marengo County Extension Office

Vocational Rehabilitation Services and Easter Seals

Marengo County Health Department

Local businesses found in the community of the school

Sec. 1116(f)

W. Describe how the local education agency will 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Individual schools will ensure that parents and family of children with disabilities, parents and family members of migratory children, parents and family members of homeless children, or parents and family of limited English proficiency have the same access as other parents including information in a language and form they can understand.

Continue to involve parents in the joint develop of the plan under the Every Student Succeeds Act (ESSA) LEA Plans commonly referred to as the Consolidated Application and the process of school review and improvement under Sec. 1116, Academic Assessment and LEA and School Improvement

Plan, implement, assess, and as necessary, revise effective parent involvement activities to improve student academic achievement and school performance.

Build the school's and parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication and integration of parents into professional development and other school activities.

Coordinate and integrate parental involvement strategies under Title I, Title II, and Title IV with parental involvement strategies.

Conduct, with the involvement of the parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of Marengo County Schools, including identifying barriers to greater participation by parents in authorized activities (with particular attention to parents who are economically disadvantaged, are disables, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The findings of such evaluation will be published and made available for review by parents, and will be used to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policy.

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

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

Agendas and sign in sheets from the Marengo County Advisory Committee meeting

Midyear Reviews

Title I Parent Surveys

The school district will distribute this policy to all parents of participating Title I, Part A children on or before

10/01/2025

PLAN APPROVED BY (Person or Entity)

Kalvin Eaton

DATE OF APPROVAL

09/08/2025

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

Assurances

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))