

## Opelika City Schools Consolidated Plan

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

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

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

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

### **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.**

Student progress will be monitored by benchmark testing three (3) times each year. Following each testing window, each principal will hold individual teacher audits and grade level data meetings to discuss student achievement and to adjust instruction. Also, data meetings will be held at the district level with each principal and instructional coaches. Vertical meetings will be held at the district and school levels also.

### **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.**

Student progress will be monitored by benchmark testing three (3) times each year. Following each testing window, each principal will hold individual teacher audits and grade level data meetings to discuss student achievement and to adjust instruction. Also, data

meetings will be held at the district level with each principal and instructional coaches. Vertical meetings will be held at the district and school levels also.

Services are provided to and for ALL students with an increased emphasis on helping the at-risk students (migratory, limited-English proficient, students with disabilities, homeless, neglected/delinquent, and economically disadvantaged) achieve local and state goals of high achievement. Measures to be used toward achieving these goals and making revisions when appropriate are addressed by the LEA Advisory Committee. All elementary schools operate school-wide programs; services are not provided at the secondary levels. Emphasis is placed on prevention at the elementary levels so that students will be able to function effectively in secondary schools. Teachers and paraprofessionals provide instruction using research based resources and strategies and through the use of technology. Although each school-wide plan was written to meet federal and state regulations, each varies in composition and strategies to meet the individual needs of each school and the students.

To effectively identify students who may be at risk for reading failure or who are having difficulty, reading scores on the state assessment will be reviewed. Other screening, diagnostic, and classroom-based instructional reading assessments including Classworks, and AIMSWEB PLUS, as well as academic grades, are considered.

**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.**

All students receive instruction using the McGraw Hill Reading Wonders Series that was adopted after review of the Standard from the National Reading Panel and the instruction includes strategies for phonemic awareness, phonics, fluency, comprehension, and vocabulary development. Results from several studies indicate the effectiveness of these strategies in increasing reading achievement as a part of the McGraw Hill series. Individual students are identified as being in need of additional assistance based on state assessment measures, local assessments and teacher diagnosis.

Paraprofessionals and reading tutors are employed at both the intermediate and primary levels to assist teachers by tutoring small groups of students identified as being in need of additional assistance under the teachers' supervision utilizing Language for Learning, McGraw Hill, S.P.I.R.E., Accelerated Reading and Comprehension Tool-Kit. Two Title I school-wide schools employ a Title I teacher to provide small group instruction based on skill deficiencies. In addition, one school (West Forest Intermediate) employs three Title II teachers to provide class size reduction.

These programs were selected for remediation because Dr. G. Reid Lyon in a report on reading and literacy initiatives to the Committee on Labor and Human Resources summarized the National Institute of Child Health and Human Development (NICHD) Reading Research

Program based on the reading development of 34,501 children and adults and indicated that “the development of phoneme awareness, the development of an understanding of the alphabetic principle, and the translation of these skills to the application of phonics in reading words are non-negotiable beginning reading skills that ALL children must master in order to understand what they read and to learn from their reading sessions.”

These same skills were included in research findings evaluated by the National Reading Panel (NRP).

*Accelerated Reading* is used to promote reading comprehension and fluency in grades First through eight. Students select books to read or teachers and/or parents read to students and students take a test on the books read to determine comprehension.

*Comprehension Tool-Kit* is used in grades K-5. The pedagogy and curriculum of the Comprehension Toolkit are grounded in research-based principles. Following are key principles that underpin the Toolkit lessons: a) proficient readers use specific strategies to construct meaning from text; b) teaching multiple strategies in an authentic context improves comprehension; c) explicit instruction within the gradual release of responsibility model is effective in teaching comprehension strategies; and d) an active learning environment in which curious kids collaboratively read, write, talk, and create promotes comprehension.

The LEA and schools use information obtained from formative and summative assessments to assist in diagnosing and teaching. A plan of action is formulated for each student failing to meet benchmarks of academic achievement. Results of all assessments are analyzed annually for comparability. Students who do not meet proficiency on content standards on the state assessment are provided with intervention strategies.

In grades K-5, students are assessed using the AIMSWEB PLUS and Scantron (6-10) as well as informal instruments to identify reading levels and areas of weakness. These instruments provide data in the six critical areas of reading that can be interferences to successful reading. Teachers will use this data to drive instructional strategies. Individual Learning Plans (ILPs) are developed in Classworks based upon AIMSWEB PLUS (K-5) and Scantron (6-10) data to fill academic gaps.

Identified students who have academic difficulty (below benchmark) on report cards and/or progress reports will be discussed in teachers’ audit and/or referred to the Problem Solving Team (PST). Parent conferences and notification for identified students will be held to discuss identified strategies to use at home and to provide support at school.

Students that are identified as experiencing severe problems may be referred to the Multi-needs Committee which is comprised of many county agencies such as Mental Health, Health Department, Youth Services, Department of Human Resources, Crippled Children, Alabama School for the Deaf and Blind, and Alabama Crippled Children.

**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.**

Student progress will be monitored by benchmark testing three (3) times each year. Following each testing window, each principal will hold individual teacher audits and grade level data meetings to discuss student achievement and to adjust instruction. Also, data meetings will be held at the district level with each principal. Vertical meetings will be held at the district and school levels also. Professional development will be provided to all teachers to support student learning and to address system goals. Additionally, Title II funds are utilized for class size reduction at one of our most at-risk intermediate schools.

**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**

Opelika City School ensures there is an equitable distribution of teachers in regard to high poverty/high minority and low poverty/low minority schools. The elementary level is the only grade span with multiple schools, and all elementary teachers are properly certified. Class size ratios are also equitable.

Opelika City Schools will continue recruiting across the state and surrounding states to seek out highly qualified applicants. After qualified applicants are identified, Central Office personnel work with principals to fill vacancies in a timely manner. When it is not possible to hire an experienced certified in-field teacher, the Assistant Superintendent of Instruction will ensure that the teachers are placed in an equitable manner with priority for experienced and properly certified teachers going to highest poverty schools and/or schools in school improvement.

All new teachers must participate in a week long new teacher orientation. Mentors are also provided for all new teachers.

**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**

Opelika City Schools currently has no Title I schools identified as comprehensive support and/or targeted support but all schools show a need to improve the service to African American, special education, and low-income students. West Forest Intermediate is limited support 1. Morris Avenue Intermediate and Northside Intermediate are limited support 2. These schools receive additional support from ARI.

To ameliorate this situation, sustained and continuous professional development is being identified to give teachers strategies to improve student achievement and resources are being identified and purchased to assist in this task. Mentoring, book studies and observations are being utilized to ensure success in increasing school achievement. Both at the school and system level, instructional leadership teams use data to make curricular and instructional decisions. An instructional coach is employed at all elementary schools and a system wide reading and a system wide math coach aid in identifying gaps and strategies.

**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).)

The free and reduced lunch data from the SDE report for the current year is used to calculate the poverty percentages for schools for the following year. Percentages are rounded to the nearest whole number. The secondary schools are not served because efforts are focused on preventing and eliminating academic problems at the elementary level.

**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**

Students from Opelika with severe problems as well as students from Lee County and surrounding counties are served based on their needs at Lee County Youth Development Center through Direct Instruction, Plato Credit Recovery (outfitted with computers and software), Educational Consultant (direct services to students and professional development for teachers), Transitional Coach, and PASS (Credit Recovery Program) for Opelika High

School during school year. Students identified as Neglected or Delinquent students within the Opelika City School System are served based on their needs at the regular schools or at Opelika Learning Center, an alternative school. These students are identified through court referrals, school referrals or assignments to juvenile homes or the alternative school.

**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.).

Funding for the support of homeless students in Title I schools will be provided through the Title I program at that school. Services will be provided to homeless students using the same criteria used to serve all other students enrolled in Title I schools. Funding for the support of homeless students in non-Title I schools will be provided through Title I set-aside funds. These funds may be used to purchase instructional supplies, provide health and medical assistance, purchase clothing and hygiene items, and any other purchases requested by the PST that can assist the homeless student in remaining in school and succeeding in the academic program.

Parents of Homeless students are encouraged to:

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

**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

Primary school counselors work in conjunction with community agencies to provide support for children in Head Start and other applicable programs. The schools have an ongoing partnership with community agencies to provide support as needed.

**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 the present, no schools in Opelika City are targeted assistance schools. If the secondary schools should apply to become targeted assistance schools, all students in that school would be expected to meet the state academic achievement standards. After assessing state assessment results and identifying students who were failing and/or at risk of failing, a Multiple Criteria Form would be used to determine students' eligibility for Title I services. A rank order listing of eligible students would be developed after completing the Multiple Criteria Selection form. Students would be rank ordered to reflect a prioritized list of students by academic needs from highest need to lowest need. Students are determined to be "most needy" and are ranked first when they meet the most criteria on the selection form. This process ensures that the most academically needy students are served first.

**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.**

Students transitioning from middle to high school have the opportunity to attend a Freshman Orientation the summer before their ninth-grade year. This orientation is designed to acclimate students to the high school by reviewing schedules, meeting teachers and discussing school policies, the Student Code of Conduct, etc. Three meetings are held in the community for parents of students transitioning to high school. Guidance counselors and school administrators are present to assist with course selection, registration procedures and review of school policies.

Additionally, Opelika City Schools has a comprehensive counseling plan. Counselors use achievement and interest inventory data to assist students in the development of their four-year plan (KUDER). This plan is a fluid document that is used to guide students and families through annual course selection. Student interest, performance, and ability are used as factors to determine an academic pathway for each student. Students at Opelika High School are required to participate in a Career Preparedness class which provides them with the skills necessary to be successful in postsecondary opportunities in the workplace. Each student is offered the opportunity to become college and/or career ready upon completion of high school.

**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.**

All secondary schools in Opelika City are served by school guidance counselors. Students have the opportunity to participate in AP classes as well as dual enrollment opportunities with Southern Union State Community College. The Career Preparedness Course, required for all students, affords students the opportunity to tour Southern Union Community College and the opportunities available to them at that level.

**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)

To avoid suspension of students from school, students with discipline concerns are placed in the Tier II program at the Opelika Learning Center or in the Opelika Alternative to Suspension (OATS) program. The OATS program, designed to keep students off the streets and in the classroom, is aimed at an alternative to short-term (out-of-school) suspension program with a counseling focus. Opelika City Schools contracts with a behavior specialist to provide support/suggestions to principals, teachers and parents to help students remain in the regular classroom. Using Title I, Part D funds, Opelika City Schools contracts with a Family Liaison that works with parents of at-risk students with high discipline issues. Additionally, these funds are used to provide intensive counseling and mentoring services to at-risk students.

Additional services that assists with the reduction of discipline practices to at-risk subgroups include:

- The United Way provides economically disadvantaged students with backpacks and supplies.
- Economically disadvantaged students in the West Forest attendance zone have access to weekend food boxes through the Jason Dufner Foundation.
- The IEP team determines appropriate discipline and behavior interventions in order to meet the unique individual needs of each student, in the least restrictive environment.
- Translators are provided to our EL parents and students to provide clear, timely, culturally-relevant communication which deescalates potential discipline issues.

**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.

Opelika City Schools employs a Career Tech Coordinator. The coordinator works annually with the CTE Advisory Council to determine appropriate Career Tech course offerings. High or higher demand occupations have been coordinated into our program offerings. Students in the eighth grade rotate through career tech classes for exposure to career tech class offerings at the high school. As part of the career technical education program at the high school, students have the opportunity to earn a career readiness credential that is recognized by the respective fields of work.

**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.

All secondary schools in Opelika City are served by school guidance counselors. Students have the opportunity to participate in AP classes as well as dual enrollment opportunities with Southern Union State Community College. The Career Preparedness Course, required for all students, affords students the opportunity to tour Southern Union Community College and the opportunities available to them at that level.



**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.

All second grade students are evaluated at the end of the school year for enrichment. Teachers grade three through five may refer students for evaluation.

The Opelika City Schools ensures that services for students of the same grade level on different campuses are of the same quality and duration. The Opelika City Schools' service models for specific grade levels are:

- K-2 – Consultative
- 3-5 – Pull Out for 3 to 5 hours a week
- 6-8 – Advance Classes/Electives in talent areas
- 9-12 – Advance Classes/Electives in talent areas/Counseling services for college and career prep

Students in the primary and intermediate grades receive services in a variety of ways. The elementary enrichment teacher serves each intermediate teacher's class as an extension of general education, upon request, for large group activities. In addition, individual student plans can be tailored to provide accelerated reading opportunities, internet access for research, extra library time, and other forms of differentiated curriculum and instruction. Consultative services from the enrichment/gifted specialists can be provided in the regular classroom, along with cluster grouping with differentiated curriculum in the regular classroom, upon request.

Secondary students in middle school and high school receive services in the regular classroom through individualized curriculum options and differentiated instruction. Advanced placement and honors classes are available at each grade level. Qualified instructors teach electives in a variety of talent areas, foreign languages, and technology. Counseling services for college and career preparation are available. Activities such as Scholars Bowl, Alabama Penman Competition, Mu Alpha Theta Math Team, Science Olympiad Team, National Honor Society, the Gavrt Project (sponsored by NASA), Superintendent's Art Show, etc. are also available for these students.

**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.

Books are purchased for the media centers at each school based upon input from the media committee (composed of teachers and parents) and teachers. Also, each media center has desktop computers, chrome books, and a presentation board to enhance instruction.

**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))**

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).

In the Title I Program, parents are invited to share opinions, criticisms, and suggestions for improvement of all instructional programs and plans. They are involved in the academic improvement of the school and help identify barriers that preclude LEP, migrant, homeless, and economically disadvantaged students and literacy-limited parents from participating in the school community. This shared responsibility is reflected in the Home-School Compacts which are jointly developed and revised annually between the school and family. Parents are given the opportunity to participate in School Parent Advisory Committees, leadership teams, and in the system-wide Federal Programs Advisory Council.

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

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

Opelika City Schools provides information and training for administrators, teachers, student services facilitators, and other staff in ways to involve parents and community members as equal partners in the coordination and implementation of programs within the schools. The training emphasizes the value and contributions of parents-including second language parents, the importance of building partnerships between parents and schools through a variety of communication strategies, and the involvement of parents in decision making. In addition, Opelika City Schools will collaborate to develop appropriate roles for community based organizations and businesses, including faith based organizations, in parent/family engagement activities.

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

Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

Opelika City Schools coordinates and integrates Title I Parental Involvement activities with Special Education, At-Risk, Head Start, All-Pro Dads, and various community agencies. Working consistently and cooperatively with Head Start, the Community Action Support Team (CAST), the Lee County Extension Center, and the juvenile justice resource team increases community awareness of school issues and provides community support for students, their parents, and the schools to improve student academic achievement and school performance.

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

Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

**(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)**

Opelika City Schools will evaluate annually, the effectiveness of the parent and family engagement policy in improving the quality of Title I schools. Title I staff will send out surveys and then analyze the responses to determine any barriers in parent participation due to economic disadvantage, disabled, limited English proficiency, limited literacy or any racial or ethnic background. The members of the Federal Programs Advisory Committee, which includes parents, will review the results and changes will be implemented based on the approval of the committee.

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

Opelika City Schools will evaluate annually, the effectiveness of the parent and family engagement policy in improving the quality of Title I schools. Title I staff will send out surveys and then analyze the responses to determine any needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. The members of the Federal Programs Advisory Committee, which includes parents, will review the results and changes will be implemented based on the approval of the committee.

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

Opelika City Schools will evaluate annually, the effectiveness of the parent and family engagement policy in improving the quality of Title I schools. Title I staff will send out surveys and then analyze the responses to determine strategies that will support successful school and family interactions. The members of the Federal Programs Advisory Committee, which includes parents, will review the results and changes will be implemented based on the approval of the committee. Additionally, Opelika City Schools will provide district and/or school websites that will contain resources and materials to help parents/families work with their children at home.

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

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

Members of the Federal Programs Advisory Committee will meet each spring to review the findings of the annual parent survey. If necessary, changes will be made to the Parent and Family Engagement Plan upon approval of the committee. Changes and feedback will be communicated to all Title I Schools.

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

Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Opelika City Schools has established a Federal Programs Advisory Committee consisting of the Assistant Superintendent of Curriculum and Instruction, Federal Programs Specialist, Title I Principals and two parents from each Title I school. The committee will meet in the fall and spring of each year. During the spring meeting, the district will develop and/or revise the District Parent and Family Engagement Plan utilizing suggestions collected from all stakeholders in the annual survey. Letters will be sent to all participants informing them about the meeting date, place and time. The district plan will be posted on the district website and in each school office.

**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.**

All parents receive information on the Alabama Courses of Study and state and local assessment instruments. PTO sessions and community workshops provide parents with the understanding needed to interpret assessment scores and help their children improve academically. Some of these training activities include Open Houses and Curriculum Nights. Opelika City Schools provides materials and training to help parents help their children in reading and math, including newsletters that also provide information on monitoring student progress on meeting the State's academic standards. Translators and translated materials are provided to assist language-minority parents in understanding the content of materials and training.

**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.**

Opelika City Schools provides materials and training to help parents help their children improve academic achievement. Some of these training activities include Open House, Curriculum Nights, Reading Nights, Math Nights and Technology Nights. Additionally, community computer labs are available after school hours for families within the district. Translators and translated materials are provided to assist language-minority parents in understanding the content of materials and training.

**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.**

Opelika City Schools will provide training, with the assistance of parents from each school's Parent Advisory Committee, for all personnel yearly. The training will be provided in various formats based upon the needs determined by each school.

**J. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**

Opelika City Schools coordinates and integrates Title I Parental Involvement activities with Special Education, At-Risk, Head-Start, All-Pro Dads and various community agencies. Working consistently and cooperatively with Head Start, the Community Action Support Team (CAST), the Lee County Extension Center, and the juvenile justice resource team increases community awareness of school issues and provides community support for students, their parents, and the schools to improve student academic achievement and school performance. In 2020-2021, two First Class Pre-K's were added.

**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.**

There are increasing numbers of students and parents in Opelika City Schools with limited English proficiency (EL). A Home Language Survey is administered to all new students in the system to help identify which students need English language services. In many cases, both the student and parents have limited English proficiency, and sometimes only parents are limited in English. Regardless, these parents receive assistance through the ESL Program that coordinates community resources and identifies translators who can support parents in overcoming the language barrier. Materials are disseminated in an understandable and uniform format, and to the extent practicable, in a language parents can understand. The school district also uses TransAct, a free, online resource that provides required documents in several languages and RTT Mobile, a call-in translation service that teachers and administrators may use to have immediate translation for phone calls or conferences.

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

Title I schools will provide links on their website that will contain resources and materials to help parents/families work with their children at home. Copies of needed materials will be made available at each school for those families with limited internet access. Opelika City Schools also uses TransAct to help translate information into the family's home language. Translators are provided at important school functions. RTT Mobile, a call-in translation service is also available to teachers and administrators needing immediate translation for phone calls or conferences.

**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.**

Each school and the district have Parent Advisory Committees to assist in the development of training for teachers and administrators to improve parent and family engagement.

**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.**

Opelika City Schools will reach out to the public library as well as the Lee County Literacy Coalition in order to provide resources to families who need literacy training.

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

The district will provide clear guidance and communication to assist each Title I school in developing an adequate parent/family engagement budget that addresses their needs and PAC recommendations. Funds are used to support programs that reach parents and family members at home, in the community, and at school. These funds will assist with necessary expenses associated with parental involvement activities that could include transportation and if deemed necessary in parent surveys. Childcare is provided at no-cost to parents (provided by special area teachers).

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

The PAC/PTO boards at each Title I school works with volunteers to recruit other parents in helping them have a better understanding of schooling and the importance of parental involvement.

**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.**

Teachers schedule conferences before/after school and during planning to accommodate parent schedules.

A Family Liaison has been contracted using Title I, Part D funds to serve our families of at-risk students. Additionally, a School-Parent-Community liaison has been contracted using Title I, Part A funds to assist in improving the connection and relationships between school, home, and the community.

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

The district and its schools are looking to implement Karen Mapp's "Dual Capacity-Building Framework for Family School Partnerships". This framework will enable our administrators and staff to engage in partnerships with families that:

- honor and recognize families' existing knowledge, skill and forms of engagement;
- create and sustain school and district cultures that welcome, invite, and promote family engagement; and
- develop family engagement initiatives and connect them to student learning and development.

**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.**

Opelika City Schools will utilize two members from each school's Parent Advisory Committee to provide advice and feedback on all matters related to parental involvement programs.

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

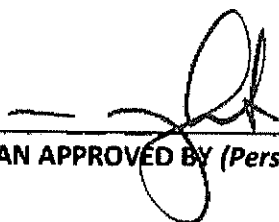
Opelika City Schools will develop relationships with each attendance zone's community-based organizations and businesses by providing opportunities for each to visit and volunteer with schools for activities such as Career Day, Grandparent's Day, etc. Each business partner may be given the chance to donate for such events.

**Sec. 1116(f)**

**Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.**

Opelika City Schools ensures that all persons will be afforded equal access or participation on the basis of selection criteria included in the law. This includes gender, race, national origin, color, disability, age, or migrant, Limited English Proficient, neglected or delinquent, and homeless. Materials are disseminated in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. The school district contracts with local translators and also uses TransAct, a free, online resource that provides required documents in several languages.

**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 sign-in sheets, meeting agenda and minutes. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2020.**

  
\_\_\_\_\_  
PLAN APPROVED BY (Person or Entity)

September 1, 2020  
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))