



BALDWIN COUNTY PUBLIC SCHOOLS
Local Educational Agency District Level Parent and
Family Engagement Policy
2022-2023

Local Educational Agency District Level Parent and Family Engagement Policy Baldwin County Public Schools 2022-2023

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.

High Quality State Student Academic Achievement Standards -
Baldwin County (LEA) participates in the student academic assessment program that is outlined in the Alabama Comprehensive Assessment plan.

- ACAP Summative Assessment for grades 2-8
- ACAP Alternate Assessment for grades 2-8, 10 and 11
- PreACT for grade 10
- ACT with Writing for grade 11
- ACT WorkKeys for grade 12
- ACCESS for ELLs for grades K-12
- Alternate ACCESS for ELLs for grades K-12
- NAEP
- ACAP Supplemental Reading Test
- ALAKids for Kindergarten

Also, local schools use additional assessments and programs to assist in planning for instruction and determining student growth and achievement based on Alabama grade level performance standards. These assessment programs will provide information to parents and students; assist in diagnosing, teaching, and utilizing appropriate learning strategies; evaluate program effectiveness; determine and provide professional development; and revise program components, as needed.

- Next Steps in Guided Reading for grades K-6
- Kindergarten Quarterly Assessment
- Teaching Strategies-GOLD for PreK
- Envision Math Assessments
- Edgenuity for Grades 7-12
- CERT for Secondary Schools
- Renaissance Star Reading for Grades 2-12
- Renaissance Star Math STAR for 2-12
- Renaissance Star Early Literacy for Grades K & 1st

In addition, perception surveys will be given to students, parents, and teachers in order to identify school characteristics that they consider to be of importance and concern at each local school. The information gained from these surveys will be tallied and areas of concern addressed with students, parents, teachers, and administration. Currently, Baldwin County Board of Education utilizes the Measured Results Assessment and the State required Title I Survey.

Dissemination of Progress Results:

Results of state assessments will be distributed and discussed at faculty meetings. School administrators and teachers will be responsible for placing results in student cumulative folders, notifying parents that results have been received, and conferencing with parents. A letter to assist parents in the interpretation of these scores is also sent home with the parent/student report for all grade levels participating in the assessment. Results are released by the Central Office to the local media for community awareness. System assessment results will be examined with principals during various principal meetings and local school assessment results will be examined in faculty meetings and grade level data meetings by subject area and sub-groups. Grade distribution will be examined and addressed by the principal during each nine weeks. Each faculty member has been provided access to all content standards in the state courses of study, local curriculum guides, and any other required state assessments. Teachers will be responsible for teaching all objectives from the above-mentioned documents. Distribution and analysis of School/District Performance data indicating proficiency in Reading and Math and performance of subgroups will include:

- 1) Parent Information: assessment reports, home reports interpretation letter, conferences, parent workshops for interpreting test results, Open House, and class and grade level parent meetings
- 2) Administrators and Teachers Information: local and state workshops, Problem Solving Teams (PST), class profile, local school grade level and data meetings
- 3) Public Information: School System Assessment Report to the Board, ongoing press releases; Superintendent communication to public on district improvement, district website, and ALSDE website

Revisions:

The primary purpose of the LEA Federal Programs Advisory Committee is to review and revise the components of the LEA plan to meet Every Student Succeeds Act of 2015 (ESSA) regulations and the ALSDE student academic achievement standards. An advisory committee is formed at each school for the purpose of monitoring and revising the school Alabama Continuous Improvement Plan bi-annually. This committee is made up of representatives from all grade levels as well as the principal, a parent representative, and a student, if applicable. The selected members are responsible for any decision-making regarding the school's Continuous Improvement Plan and for distributing any information needed to their constituency groups including faculty, staff, and parents. To continue to meet requirements of the advisory committees, virtual meetings may be conducted, as needed.

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.

Identification of At-Risk Students:

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, foster care, 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, is addressed by the LEA Federal Programs Advisory Committee.

Although each school ACIP plan is written to meet the ten components of Every Student Succeeds Act of 2015, each plan varies in composition and strategies to meet the individual needs of each school and all students. Students who may be at risk for reading failure or who are having difficulty reading are identified through the use of screening, diagnostic, and classroom-based instructional reading assessments. Baldwin County Public Schools in conjunction with the Alabama State Department of Education, has adopted high academic standards in correlation to the Alabama State Department of Education Plan.

At-Risk Students-Diagnosis, Teaching, and Learning:

Baldwin County Public Schools encourage higher expectations of both teachers and students. Reform efforts already in progress will be expanded to increase expertise to effect the needed changes that will allow us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. Specific reform strategies are located in each local school wide ACIP plan, and include PowerSchool Unified Insights, evidence-based math and reading programs, strategies and intervention programs, effective differentiated small group reading instruction, and local school improvement plans along with individual student RtI plans.

The Advisory Planning Committee at each school will continue to meet on a regular basis to plan and implement local, state, and federal guidelines and communicate needs to the system federal programs coordinator and LEA Federal Programs Advisory Committee. Other system coordinators (i.e. Technology, Exceptional Children, and Instructional Support) will also continue to work closely with the schools to ensure cross program coordination and to address system wide needs of ALL students (migratory, limited-English proficient, students with disabilities, homeless, neglected/delinquent, and economically disadvantaged) to meet state proficient and advanced levels of student academic achievement on state content standards. Although most needs, goals, and activities are planned for both teachers and students at the local schools, others are addressed system-wide.

Baldwin County Public Schools, through our own commitments and with the help of the Federal Program Advisory Committee, ensures that measures will be taken to provide equitable participation for all students, personnel and programs operating under or provided for in this consolidated plan. Furthermore, all students will have an opportunity to achieve and meet high academic standards through the use of evidence-based programs in place in the district.

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.

Additional Educational Assistance

Baldwin County Public Schools utilizes a data analytics platform throughout the district. This platform allows school personnel to monitor student achievement in a variety of ways. The data on this platform will allow teachers, counselors, administrators, and central office staff to intervene in "real time" manner when students begin to show signs of academic decline.

The LEA and schools use information obtained from the state assessment and additional assessments to assist in diagnosing and teaching. A plan of action will be formulated for each student failing to meet at or above proficient levels of academic achievement. Results of all assessments are analyzed annually for comparability. Students identified with academic difficulty on standardized tests in the areas of reading and math are provided intervention. This may take place during the school day with intervention provided by a part-time tutor. Many of the Title schools provide after school intervention programs with intervention designed to meet at-risk students' needs. The schools analyze assessment data to determine what additional academic curriculum materials are needed to supplement existing programs and Title I funds are used to purchase such items. In addition, students who have been identified with a weakness in math and/or reading are provided opportunities to attend before and after school tutoring as well as summer reading camps. Beginning with the summer of 2023, summer math camps will be offered to elementary students who have been identified as having academic difficulty in the area of math.

Baldwin County Public Schools utilize Title I funds and Office of School Readiness Grant funds to provide preschool to students in targeted low achieving feeder pattern schools. These funds provide classes taught by properly licensed and certified Pre-K teachers who are assisted by a qualified paraprofessional in each class. The Pre-K programs are monitored with GOLD Teaching Strategies as well as ongoing utilization of Ignite Hatch software.

In grades K-12, students are assessed universally through the use of Star Reading, Star Early Literacy and Star Math. Students in Kindergarten and first grade Star Early Literacy. Kindergarten students do not take Star Math unless they are considered a Probable Reader. Students are also assessed using informal instruments to identify reading levels and areas of weakness. These instruments provide data in the six critical areas of literacy which are found to be strong predictors of reading success. Problem Solving Teams and teachers will use this data to drive instructional strategies and meet student needs. Identified students who have academic difficulty (D's and F's) on report cards and/or progress reports or determined to have a reading deficiency as outlined in the Alabama Literacy Act may be referred to the local school 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 identified as needing additional assistance in meeting the ALSDE academic standards are provided tutorial sessions using various software, intervention models, and strategies designed to address the specific needs of students. Examples of such evidence-based programs are listed as follows:

- Comprehension Tool Kits
- SPIRE
- Ignite by Hatch for PreK
- Renaissance Freckle
- Edgenuity
- Bridges
- Edge
- IXL
- Rewards
- RtI SharePoint
- Gold Teaching Strategies
- ESL Tutoring
- Differentiated small group instruction
- Language Live
- Heggerty: Bridge the Gap
- Phonics First
- Secret Stories
- Open Court intervention lessons
- Math Diagnosis and Intervention System (MDIS kits)

Students who are identified with experiencing severe problems may be referred to area agencies such as AltaPoint, Department of Human Resources, area health department, Baldwin County Youth Services among other agencies. RtI strategies are determined by PST teams with the development of action plans. Additionally, schools provide opportunities through the school year for parents/guardians/caregivers to participate in designed to provide them with strategies to better assist children with deficiencies and behavioral concerns.

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.

Prior to the start of the 2021-2022 school year, the Baldwin County Board of Education adopted the current District Design Strategic Plan which addresses the overarching goals, objectives and critical initiatives for the district. Each school continuous improvement plan (CIP) is anchored in adopted strategic plan. School Continuous Improvement Plans are reviewed and monitored throughout the school year by the ACIP Advisory Committee and are revised by schools as needed throughout the school year. Prior to the start of the new school year, each Leaders is responsible for reviewing comprehensive needs assessment data and determining the success of the school's initiatives and activities funded through Title I funds. Based on evaluation data, committees must determine whether to continue, revise, or begin initiatives and activities to best meet the needs of students. The planning process encompasses a thorough analysis of all data, determining priority needs, strategies to achieve goals and methods to evaluate success of funded supplemental academic activities. This process provides a framework for ensuring annual revisions and student success.

Strategies intended to strengthen academic programs and improve school conditions for student learning include but are not limited to the following:

- Intervention early in order to maximize student achievement
- Effectively allocate Title I resources and target students who are in need
- Use evidence-based intervention programs in order to maximize student achievement
- Monitor student progress to inform instruction
- Use data to drive decisions
- Use assessments to screen, diagnose, and progress monitor students.

Baldwin County administers the ALSDE Assessment Plan annually. In addition to the previously mentioned assessments, student progress is monitored using the following indicators:

- System/School/Individual reports
- Annual Retention Rate

- Problem Solving Team data
- RTI Plans
- Student Attendance
- Student Discipline
- Transience
- CCR Indicators
- Graduation Rate

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Qualifications for Teachers and Paraprofessionals

All teachers working in a program supported with Federal funds under Title I Part A must meet applicable state certification and licensure requirements by the State of Alabama for the grade level and subject area in which they teach. Baldwin County Public Schools completes the annual LEAPS report as required by ALSDE and Cognia. The completion and evaluation of this personnel report will assist in ensuring that all teachers meet applicable state certification and licensure. Teachers will be assigned to implement reform strategies built upon their strengths and the identified needs of students. Paraprofessionals will assist students under the direct supervision of classroom teachers. Professional development opportunities will be provided to strengthen skills and improve the knowledge of non-certified personnel. Paraprofessionals will follow guidelines and procedures to meet certification requirements as stated in Every Student Succeeds Act of 2015.

All parents/guardians are provided with a Parents Right-to-Know letter at the beginning of the year. This letter explains their right to request their students' classroom teachers' professional qualifications

6. Sec. 1112(b)(3)

Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2) Targeted Support Schools

Academic Dean and Curriculum Teams work with administrators and school leadership teams. These teams work together to develop an action plan to meet the targeted needs that placed the school as needing comprehensive support or targeted support. This action plan is incorporated into the school ACIP. Throughout the year, documentation is maintained of the action steps being implemented as planned. At the end of the year, an evaluation of the effectiveness of the plan is conducted by the Academic Dean and Curriculum Teams.

7. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Poverty Criteria eligible attendance areas will be the number of students' eligible for free and reduced price meals under the National School Lunch Act. Schools will be determined eligible based on the highest percentage of need with at least 40% (Schoolwide) from low-income families. Schools will be rank ordered based on the poverty rate of included elementary and middle schools. Students who are limited English Proficient, migrant, homeless, foster care and students with disabilities who are eligible will receive the same services as all other students selected to receive Title I, Part A services.

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

Schoolwide Program

The term schoolwide signifies that a school is permitted to use funds from Title I, Part A and other federal education program funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all students. Schoolwide programs have latitude in determining how to spend their Title I, Part A funds. Schoolwide programs do not have to identify particular children as eligible for services. A schoolwide program can use their Title I, Part A funds in the manner they choose, as long as they engage in reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children, according to a comprehensive plan to help all children to meet the states challenging standards. A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This schoolwide reform should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. Currently, Baldwin County has 23 Title I Schoolwide programs.

Targeted Assistance Program

The term targeted assistance signifies that the services are provided to a select group of children, those identified as failing, or most at risk of failing, to meet the state's challenging content and student achievement standards, rather than for overall school improvement. To accomplish this goal, a targeted assistance program must be based on:

- Improving achievement of participating children
- Using effective instructional strategies that give primary consideration to extended-time strategies
- Providing accelerated, high-quality curricula
- Minimize the removal of children from the regular classroom during regular school hours
- Coordinating with and supporting the general education population
- Providing instruction by highly qualified and trained professional staff
- Implementing strategies to increase parent involvement

Currently, Baldwin County has 3 Targeted Assisted schools which are all private school within the district.

Three institutions serve students who are considered neglected or delinquent. These institutions include the Baldwin County Juvenile Detention Center, the Baldwin County Crisis Center, and the Baldwin County Sheriff's Boys Ranch. Funds provide tutorial opportunities, materials and supplies to promote improving student academic performance.

- **Baldwin Youth Services Intervention Center**
This facility is a short-term intervention/crisis center for youth. Most of the students who come to this facility are students in grades K-12 who attend for a period of 1-10 days on average, but the attendance may be up to 30 days. The length of stay may be longer if the child has been court ordered for a longer period of time. A teacher is provided for these students Monday through Friday. Students are eligible to re-enter Baldwin County Public Schools once the students are discharged by the court, DHR or parent.
- **Baldwin County Regional Juvenile Detention Center**
This facility is a short-term facility for Youth. Most of the students who come to this facility are students in grades 6-12 and attend for a period of 1-20 days. Three teachers are provided for these students Monday through Friday. Courts make the decision on placement for students leaving the facility.
- **Baldwin County Sheriff's Boys Ranch**
This facility is one of the four Ranch locations throughout Alabama. This facility provides long-term residential homes for abandoned, abused and neglected boys/young men at four Ranch locations throughout the state. The Boy's Ranch aims for a family setting with chores, family meals, church attendance, recreation time, vacation trips, etc. This facility accommodates boys as young as 6 and as old as 22. Placement is based on the referral of DHR, the court system, or private referral.

9. Sec. 1112(b)(6)

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

Baldwin County provides services to students experiencing homelessness that are comparable to services provided to other students in the school district. Children and youth identified as homeless have access to any educational services for which they qualify, including special education, gifted education, free and reduced-lunch programs, and before or after school activities. Children and youth experiencing homelessness automatically qualify for Title I, part A support whether students attend schoolwide, targeted assistance, or non-Title I schools.

- **Student Needs:** Baldwin County furnishes book bags, school supplies and hygiene products requested by school counselors for a homeless student. We also offer assistance when homeless students want to participate in extra-curricular activities such as band, football, pep squad or choir.
- **Immediate Enrollment:** Students identified as homeless as defined by the McKinney-Vento Act will be permitted to enroll without regard to residency status and required enrollment papers. These students will not be denied services offered to other students in the school system. Homeless students may also be entitled to other accommodations under federal law.
- **School of Origin:** Homeless students will remain in the school of origin if deemed in the best interest of the student for the duration of their homelessness, or for the remainder of the academic year if the student becomes permanently housed during an academic year. Otherwise, a student identified as homeless may be enrolled in any school in the system that non-homeless students who live in the attendance area in which the student is living are eligible to attend.
- **Dispute Resolution:** The Homeless Liaison will expeditiously carry out the system's dispute resolution procedures as detailed in the Board's homeless student plan.
- **Additional programs**
 - Family Promise of Baldwin County, Inc.
 - Transportation to and from school of origin if deemed in the best interest of the student
 - Counseling through local school counselors
 - Referral to AltaPoint or other outside counseling agencies

Funding is provided through the Federal assistance of Title 1-Part A funds and the McKinney-Vento Competitive Grant.

10. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

Students from area preschools and Head Start Programs are invited by local schools in their area for an on-site orientation during the school year. The Department of Special Services is involved in an early identification program for students with suspected disabilities. Preschool Registration is held in the spring, advertised and open to all parents in the community.

To assist students and parents in the transition process from preschool to kindergarten, students will be invited to an orientation session. A written list of suggestions, proficiency levels of academic standards and curriculum, and the registration process will be

distributed. Students and parents will be provided a tour of the school to acclimate them to the facilities. Additional orientations for parents will take place in the form of Open Houses held by administrators and teachers to inform all students and parents of school rules, expectations, consequences, policies, and proficiency levels of academic standards and curriculum.

Annual Title I Parent Meetings are also held at each school for the purpose of informing parents of the definition of Title I School and the resources available for student growth academically and social-emotionally.

In transition from elementary to intermediate, middle or high school, spring orientation visits are conducted. Students also receive assistance from school counselors regarding subjects or course work for the upcoming year at the middle and high school levels.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

Non-public schools in Baldwin County are also eligible to receive Title I, Part A funds based upon the number of eligible students living in attendance zones of Title I public schools. In consultation with administrators, Private schools will develop and implement an Equitable Services Plan detailing the use of Title funds allocated to the schools. A multiple-criteria selection process is established and utilized by the administration and teachers to identify students failing, or most at-risk of failing. The method utilized to document eligibility is participants below the 50th percentile or below grade level on a standardized test, previous Title I student with appropriate documentation, report card grades of D and/or F, and teacher input. Schools have the authority to add additional criteria at the local level. The criteria will be weighted and a cut score for providing services to students will be established and provided to the most academic needy students, served in rank order. The school will maintain a list of eligible students.

12. Sec. 1112(b)(10)(A)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

Middle School to High School:

- School Counselors within each feeder pattern coordinate orientation for homeroom classes to visit the High School for guided tours.
- Each Fall parents are invited to each High School for Open House and Orientation events. High School to Higher Education Institutions.
- High School Counselors provide College/Career Day Events throughout the year.
- Counselors coordinate parent/student visits to college campuses on an ongoing basis.
- High School working Co-Op programs have been created for students to work afternoons in local businesses.
- Recruiters of colleges/universities, military, and various companies visit school campuses.

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

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

Successful transitions will be facilitated for students between middle and high school, Baldwin County's middle schools offer a variety of advanced courses that can better prepare students for the rigor of high school curricula. Additionally, many middle school teachers who teach core subjects have been trained to teach the A+ College Ready curriculum (E3). This curriculum is designed to set high academic expectations for students and improve their ability to successfully master rigorous curricula. Finally, middle school counselors meet with their students to develop four-year plans that guide students through the high school journey.

Successful transitions will be facilitated for students between high school and postsecondary education. Baldwin County's high schools offer honors, Advance Placement, and dual enrollment courses. Additionally, many high school teachers who teach core subjects have been trained to teach the A+ College Ready (E3) curriculum. The aforementioned courses and the A+ curriculum are designed to help students be successful in postsecondary education and in the workforce. In addition, students have the option to take ACCESS courses through Troy University for additional courses not offered on the school campus and for credit recovery.

The Baldwin County Public School System has dual enrollment agreements with Coastal Alabama Community College, the University of Alabama, and the University of South Alabama. These institutions offer students a list of approved courses that count for both high school and college credit. Counselors at the high school continually work with students to ensure that they are enrolled in appropriate courses that align with their post-high school goals, helping them be successful in their adult lives.

14. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

Schools complete a needs assessment which includes discipline data. Strategies are developed to address areas of concern through various strategies. Baldwin County provides students access to various evidence-based behavioral and social emotional programs that work to decrease discipline in and out of the classroom.

- Character Education Strategies
- Peer Helpers
- Leader in Me
- Counselor Assistance within each school's master schedule
- Mentoring Programs

15. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

The local LEA provides maintenance of effort funds to all career technical education programs as well as provides an amount of funding support to each technical center in Baldwin County. The local LEA provides transportation to high school students interested in attending either technical center based on the student feeder pattern. Transportation is also provided to any high school student enrolled in the Fairhope Airport Academy. Both technical centers will implement the Alabama Simulated Workplace standards in all programs. This initiative will be supported by the LEA and with Operating and Maintenance funds.

Students participating in a career technical education program will be provided at least one opportunity to obtain a college and career ready industry recognized credential in the career pathway the student is enrolled in. Work based learning opportunities will be available to any student in the system that meets the application requirements. Every career technical education program will conduct a minimum of two advisory council meetings with a minimum of five industry partner members. Industry partners that require specific skills sets or industry needs will be embedded CTE programs.

Experiential learning opportunities are provided in all career- technical programs when deemed appropriate. These learning opportunities are determined by the instructors and career coaches assigned to Baldwin County Public Schools. Maintenance of Effort Funds will be used to provide instructional resources to include software and equipment identified by the industry partner and Carl Perkins Funds as well as Maintenance identified on the State Approved Equipment List for the career technical programs.

Baldwin County's partnership with Coastal Alabama Community College provides Workforce Development funds that allow dual enrollment tuition for students to earn dual enrollment credit if they meet the GPA criteria. Students may earn high school credit as well as college credit in the following career technical courses: Industrial Maintenance, Welding, HV/ACR, Hospitality and Tourism, EMT and Aviation. Academic dual enrollment is also an option for students at the base school.

16. Sec. 1112(b)(12)(B)

If determined appropriate by the local educational agency, describe how such an agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Work-based learning is awarded as high school credit in all high schools in Baldwin County in the junior or senior year, with exception of the Virtual High School. Under the Work Based Learning umbrella, cooperative experiences, internships, pre-apprenticeships and apprenticeships are being implemented through the office of career and technical education.

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

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

Gifted funds are received from the State of Alabama which are used for instructional materials and supplies for gifted specialists to serve gifted students. Funding is also utilized for professional development for gifted specialists and classroom teachers to assist in identifying gifted students and for testing/ screening materials to use with all second grade students during Second grade Child Find process. This process also assists in identifying underrepresented students for the gifted program.

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

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Professional development sessions for Library Media Specialists will be held throughout the 2021-2022 school year. Library Media Specialists will attend self-selected professional development sessions that align with their personal professional learning plans. Session topics offered will include, but are not limited to, highly effective school library programs, Librarians as Instructional Partners, and

Using AVL to differentiate instruction. Additionally, Elementary Library Media Specialists will continue to participate in professional development for Guided Reading. The School Library Media Program is an integral part of the learning process. The secondary media specialists use state standards and curricula to maintain a program that supports student learning and achievement.

Baldwin County Public School District supports the secondary library program by:

- providing instruction and teaching strategies in information and technology literacy and its socially responsible use. The Educational Technology during GRITC and the department has provided workshops/training in the use of technology for media specialists through professional development after-school opportunities.
- providing instruction through a student-centered program to support student achievement and college and career readiness. Media specialists are involved in both the E3 and the Guided Reading programs implemented districtwide.
- ensuring a quality collection of instructional materials by using a selection policy and collection development plan designed by the district and state. Library Enhancement funds allow for purchasing materials for the media centers with the support of the teachers and principals.

The purpose of the professional development is to assist Library Media Specialists in understanding their role in the implementation of school and/or district literacy plans of action. Increased student achievement is expected as a direct result of the Guided Reading initiative, the inclusive nature of the Guided Reading protocols in the library media centers, and the self-selected professional development endeavors of each Library Media Specialist.

19. Sec. 1112(b)(7)

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

Parent and Family Engagement Written Policy (Sec. 1116 (2)). This policy will be made available on the district website and Title I school websites. Copies will be made available at the Title I schools. A Parent and Family Engagement Plan will be distributed to all families of Title I students.

Sec. 1116(a)(2)(A))

A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

The district will conduct regular district parent advisory meetings 2 times per year which will include parents from both Title I Schoolwide and Targeted Assisted schools. Parents will provide input, feedback on the development and revision of the District Parent and Family Engagement Policy. Parents will also be included in decisions regarding the district's Comprehensive LEA Improvement Plan and the Schoolwide/Title I & Targeted Assisted Plans, as well as Comprehensive Support and Improvement and Targeted Support and Improvement Plan. The district will provide reasonable support for parental involvement activities as requested by parents and suggested by the Parent Advisory Committee. The district will conduct, with parents, an annual evaluation of the content and effectiveness of the parental involvement policy/plan related to improving student achievement. The evaluation shall identify barriers of hard-to-reach parents who are economically disadvantaged, disabled, limited English proficient, limited literacy or of any racial or ethnic minority background. Baldwin County District administrators, along with the District Parent Advisory Committee will utilize results of the annual evaluation to assist schools in strategies for school improvement, and revise, if necessary, the parent involvement policies.

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.

- Provide parents timely reports of their child's progress.
- Provide materials and facilities to train parents and other school and system personnel to work cooperatively in meeting the academic needs of students.
- Support workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments. (Open House, Parent Assessment meetings, Family Math and Reading Nights)
- Provide information on instructional websites to parents for use to reinforce skills taught in the classroom.
- Conduct parent workshops on specific strategies to assist them in helping their child improve in mathematics or reading.
- Provide workshops to assist parents in interpretation of assessment results. -Family Math Nights and Family Reading Nights
- Provide local school Annual Title I meetings
- Assist local school principals, with the assistance of the school parent advisory committee will hold meetings each spring to provide feedback, revise and review the school parent and family engagement plan as well as the Parent-School Compact.
- Participation in Leader in Me parent activities
- Hold Principal Coffee and Conversations
- Host 5K runs
- Host Holiday Productions
- Provide communication with automated calling

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.

- Provide parents timely reports of their child's progress.
- Provide materials and facilities to train parents and other school and system personnel to work cooperatively in meeting the academic needs of students.
- Support schools in the development of workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments. (Open House, Parent Assessment meetings)
- Provide information on instructional websites to parents for use to reinforce skills taught in the classroom.
- Support schools in providing parent workshops on specific strategies to assist them in helping their child improve in mathematics or reading
- Provide Workshops to assist parents in interpretation of assessment results
- Provide Family Math Night and Family Reading Night
- Support schools in providing transition activities from PreK to Kindergarten, Elementary to Middle School through various Ready, Set, Go sessions (Pre-K to K), open houses, school orientations in which counselors will play a large role in facilitation.

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

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

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

The Baldwin County Board of Education will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. In May of each year, the schools will be provided with an evaluation to send to all parents. The focus of the May survey will be on evaluating the current school year's Title I-A program, including the parent and family engagement program, to determine its effectiveness. The results will be used to plan for the upcoming school year's Title I- A program and family engagement activities. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying 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. The Baldwin County Board of Education will, furthermore, use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

- Provide parents timely reports of their child's progress sent home every 9 weeks
- Support schools in developing workshops at multiple times during the day/week to distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments (Open House, Parent Assessment meetings). Interpreters will be in attendance to assist with communication.
- Provide information on instructional websites to parents for use to reinforce skills taught in the classroom
- Provide a schedule of meetings with flexible times so as to meet the needs of 2 parent working families
- Encourage each school to create avenues on social media or virtual options to provide replays of workshops or meetings taking place at their schools so information may be viewed/reviewed by those parents not in attendance.

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

- Support schools in the development of workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments (Open House, Parent Assessment meetings)
- Conduct parent workshops on specific strategies to assist them in helping their child improve in mathematics or reading.
- Conduct workshops to assist parents in interpretation of assessment results
- Incorporate a Family Math Night and Family Reading Night for parents and students
- Provide transition activities from Pre-K to Kindergarten, Elementary to Middle School through various Ready, Set, Go sessions (Pre-K to K), open houses, school orientations in which counselors will play a large role in facilitation.
- Encourage each local school to conduct open houses multiple times during the school year
- Providing interpreters as needed for workshops and meetings

(iii) strategies to support successful school and family interactions

The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals and other staff. Personnel will reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Activities:

- Provide a parent handbook to provide positive, practical information about each school or program
- Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs
- Send report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed
- Distribute student work for parent comments and review on a regular basis
- Provide special event updates and emergency or severe weather preparedness through "School Messenger" information calling system
- Schedule school or program events with workshops given by personnel and or local parent educators to help parents deal with parenting issues based on parent surveys (ie: Meet the Teacher, Ornament Rotation, Mardi Gras Parades, Family Math and Reading Nights, Quarterly Awards Night, Honors Day, PTO meetings, Open House, Breakfast Buddies, Principal "Coffee and Conversation")
- Ensure that office staff greetings, sign-in areas, and any other interaction with parents create a climate in which parents feel valued and welcomed
- Ensure that parents who are unable to volunteer in the district and school building are given options for helping in other ways, at home or place of employment. (parent liaison, school counselor, school facilitator, parent surveys, Title I Surveys, Parent Advisory committees)
- Provide parent sign-up sheets during open house at the beginning of each year for parents to volunteer to assist with school activities on a seasonal basis
- Show appreciation for parents' participation and value their diverse contributions (ie: Parent Volunteer Teas, Certificates of Recognition, Happy Grams, Good News notes, Family Picnics, "Boohoo Breakfast for new Kindergarten Parents-1st School Day.)
- Schedule District Parent Advisory Meetings to provide an additional opportunity to express opinions and provide feedback on district policy revisions and Title I budget
- School websites will serve as a vehicle to communicate all local school and district plans along with standards and core curriculum
- Academic Parent-Teacher Team meetings and online webinars will be conducted at the local school level for the purpose of providing training for parents
- 5K runs
- Holiday Productions
- Automated calling

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.

The Baldwin County Board of Education will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

The evaluation will also include identifying 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. The Baldwin County Board of Education will, furthermore, use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

- The district, with the assistance of local schools, will provide a framework for the existence of both local school and districtwide focus groups to review information such as parent involvement activities, parent surveys and district plans for the overall plan/policy evaluation.
- The district will encourage parents to attend the required annual Title I informational meeting, parent-teacher association meetings, and parent-teacher conferences held at each school or through virtual options.
- The district will conduct annual parent surveys utilizing parent input and feedback for school improvement.
- The district will provide surveys, meeting information, and all other content to parents in a language they can understand, when possible.
- The district will conduct semi-annual district parent advisory meetings as well as local school parent advisory meetings for the purpose of encouraging parent input into district and local school programs.
- The district will provide a Parent Involvement Timeline to include all district level activities along with parent survey due dates as well as district parent advisory meeting dates and share with lead parents.

BUILDING CAPACITY FOR INVOLVEMENT:

- Send report cards and regular progress reports to parents and provide support services and follow-up conferences as needed.
- Schedule school or program events along with workshops given by professional personnel and or local parent educators to help parents deal with parenting. Content and subject matter will be based on parent surveys. Offerings may include the

- following: Meet the Teacher, Ornament Rotation, Mardi Gras Parades, Family Math and Reading Nights, Quarterly Awards Night, Honors Day, PTO meetings, Open House, Breakfast Buddies, Principal "Coffee and Conversation"
- Ensure that office staff greetings, sign-in areas, and any other interaction with parents create a climate in which parents feel valued and welcomed
- Host 5K runs
- Host Holiday Productions
- Utilize automated calling

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

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

Parent Advisory Committee
Baldwin County Public Schools will name a Federal Programs Parent Advisory Committee which with the recommendation of representatives from the community, and administrators involved in Title I Programs. Principals provide parent advisory board designees in May prior to the next school year. The selected members will meet prior to the beginning of the school year and mid-year to provide feedback regarding programmatic and financial decisions as stated in federal and state legislations to include input, development, review ESSA Consolidated LEA Title I Plan; program development, implementation and evaluation; input & development of the LEA Parent Involvement Plan, and distribution of any information needed to their constituency groups such as:

- The challenging State academic standards
- The State and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

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.

Activities:

- Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers. (parent resource library, technology seminars, school newsletters, Parent Panels, Family Math Night, Family Reading Night, District & School Websites)
- Regularly assign interactive homework that will require students to discuss and interact with parents about what they are learning in class (Science Fairs, Social Studies Projects)
- Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments (Open House, Parent Assessment meetings)
- Provide information on instructional websites to parents for use to reinforce skills taught in the classroom
Conduct ongoing school parent/ family reading and math nights to educate parents in reading and math games and activities to play with children at home to enhance student learning
- Provide a School-Parent that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Implementation of the contract will provide a means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. The school-parent compact will be included in the student handbook to be signed by all parties and returned to the local school. Compacts will be filed in each students' class or homeroom.

H. Describe how it will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

The focus of the Baldwin County Public Schools' Parental Involvement Plan is to involve parents in the educational process of their child(ren) through professional development, communication, school activities, and volunteer programs. Goals and progress are communicated to the stakeholders through PTO meetings, local school parent advisory meetings, district parent advisory meetings, newsletters, and the local media in order to foster a shared commitment for a quality education for all students in Baldwin County.

Implementation of the Baldwin County Public Schools Parental Involvement Plan is reviewed and monitored periodically throughout the school year by the Parent Advisory Committee. The Federal Programs Coordinator is responsible for maintaining documentation of data sources. An annual parent evaluation will be conducted in the spring or summer to determine if the Parental Involvement Plan has been effective in improving the academic quality of the schools.

A copy of the LEA Parent and Family Engagement Plan will be located in the Federal Program Coordinator's office. Each local school parental involvement plan, embedded within the local school's Continuous Improvement Plan, will be housed in the Media Center along with the LEA Parent and Family Engagement Plan. A copy of the plan will be distributed to parents either at Open House or through the student handbook. The descriptive procedures in the Parent and Family Engagement allow parents to make and submit concerns about the individual school Parental Involvement Plan, Continuous Improvement Plan, and ESSA LEA Consolidated Title I Plan to the principal or the Parent Involvement Liaison. If these concerns are not addressed to the satisfaction of the parent, the parent may submit in

writing these concerns to the Federal Programs Coordinator. Additional questions or concerns about the Local Education Association Consolidated Application & budget will in turn forward these concerns to the Federal Program Coordinator at the State Department of Education.

Understanding the significant impact that parental involvement has on a child's educational success, the Baldwin County Public School System promotes and encourages parents, school personnel, local daycare providers, preschool teachers, and Head Start to be involved in all aspects of their child's/student's education including:

- Parental Involvement on System Committees- Federal Programs Parent Advisory Committee, Federal Programs Advisory Committee, School Continuous Improvement Planning Team, district textbook adoption committees (when applicable)
- Community Involvement-Boys and Girls Club; Local Education Foundations, Rotary Club, Kiwanis Club, Optimist Club
- Communication-School Newsletters, System Calendar of Events, District Website, School Website, Community Education Meetings, After School Care Committees, Parent Conference Day Activities, ACIP committees, Google Groups, School Facebook Page Email correspondence with teachers School, Messenger calling system.

Baldwin County Public Schools will provide assistance and other support necessary to assist participating schools in planning, developing and implementing a comprehensive parent involvement program to improve student academic achievement and school performance.

In an effort to maintain strong school and family partnerships, additional meetings with parents at the school level will strive to help parents understand Federal Program requirements including Parents Right to Know, proficiency levels of academic standards and monitoring their child(ren)'s education at home. Appropriate school personnel will inform parents of continuing education opportunities such as Adult Basic Education classes and will work with parents on techniques and activities to help their child(ren) achieve challenging state content standards.

ADDITIONAL MODEL STRATEGIES

Safe Schools: It is the goal of Baldwin County Public School System that all students will be educated in learning environments that are safe, drug free, and conducive to learning. Parents will be notified yearly by the local school the status of safety issues in Baldwin County Public Schools according to the annual system and school report card, published by the State Department of Education.

Leader in Me: This program unites students, staff, and families around a common goal to prepare students with college, career, and life-readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment.

All activities support and enhance greater parent involvement and engagement at the local school level.

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.

Baldwin County School District will support schools in coordinating and integrating parental involvement strategies in Part A with parental involvement strategies under the following State-operated and Title I preschool programs through the following:

- Coordinating parental involvement strategies with pre-school agencies. (Office of School Readiness, Headstart)
- Providing ongoing Family Involvement and training activities as designated by the Family Involvement Calendar distributed by each class.
- Conducting parent open houses during the beginning of the school year.
- Conducting parent conferences each semester to inform parents of their child's progress.
- Inviting all parents to attend the annual Title I school meetings each Fall.
- Providing information on student growth and progress according to Teaching Strategies Gold Continuum Observations and Assessments.
- Establishing Parent Resource Centers.
- Involving parents in the Leader in Me program.

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.

Baldwin County School District will support schools in coordinating and integrating parental involvement strategies in Part A with parental involvement strategies under the following State-operated and Title I preschool programs through the following:

- Coordinating parental involvement strategies with pre-school agencies. (Office of School Readiness, HeadStart)
- Providing ongoing Family Involvement and training activities as designated by the Family Involvement Calendar distributed by each class.
- Conducting parent open houses during the beginning of the school year.
- Conducting parent conferences each semester to inform parents of their child's progress.
- Inviting all parents to attend the annual Title I school meetings each Fall.
- Providing information on student growth and progress according to Teaching Strategies Gold Continuum Observations and Assessments.
- Establishing Parent Resource Centers.
- Providing training that centers on the challenges of ELL students and parents.

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.

Baldwin County School District will support schools in coordinating and integrating parental involvement strategies in Part A with parental involvement strategies under the following State-operated and Title I preschool programs through the following:

- Coordinating parental involvement strategies with pre-school agencies. (Office of School Readiness, HeadStart)
- Providing ongoing Family Involvement and training activities as designated by the Family Involvement Calendar distributed by each class.
- Conducting parent open houses during the beginning of the school year.
- Conducting parent conferences each semester to inform parents of their child's progress.
- Inviting all parents to attend the annual Title I school meetings each Fall.
- Providing information on student growth and progress according to Teaching Strategies Gold Continuum Observations and Assessments.
- Establishing Parent Resource Centers.
- Providing an interpreter as needed.

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

Baldwin County School District will support schools in coordinating and integrating parental involvement strategies in Part A with parental involvement strategies under the following State-operated and Title I preschool programs through the following:

- Coordinating parental involvement strategies with pre-school agencies. (Office of School Readiness, Headstart)
- Providing ongoing Family Involvement and training activities as designated by the Family Involvement Calendar distributed by each class.
- Conducting parent open houses during the beginning of the school year.
- Conducting parent conferences each semester to inform parents of their child's progress.
- Inviting all parents to attend the annual Title I school meetings each Fall.
- Providing information on student growth and progress according to Teaching Strategies Gold Continuum Observations and Assessments.
- Establishing Parent Resource Centers.

M. Describe how the LEA may involve parents in the development of training for teachers. will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the Baldwin County School District following State-operated and Title I preschool programs through one of the following:

Baldwin County School District will support schools in coordinating and integrating parental involvement strategies in Part A with parental involvement strategies under the following State-operated and Title I preschool programs through the following:

- Coordinating parental involvement strategies with pre-school agencies. (Office of School Readiness, Headstart)
- Providing ongoing Family Involvement and training activities as designated by the Family Involvement Calendar distributed by each class.
- Conducting parent open houses during the beginning of the school year.
- Conducting parent conferences each semester to inform parents of their child's progress.
- Inviting all parents to attend the annual Title I school meetings each Fall.
- Providing information on student growth and progress according to Teaching Strategies Gold Continuum Observations and Assessments.
- Establishing Parent Resource Centers.

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.

Baldwin County School District will support schools in coordinating and integrating parental involvement strategies in Part A with parental involvement strategies under the following State-operated and Title I preschool programs through the following:

- Coordinating parental involvement strategies with pre-school agencies. (Office of School Readiness, Headstart)
- Providing ongoing Family Involvement and training activities as designated by the Family Involvement Calendar distributed by each class.
- Conducting parent open houses during the beginning of the school year.
- Conducting parent conferences each semester to inform parents of their child's progress.
- Inviting all parents to attend the annual Title I school meetings each Fall.
- Providing information on student growth and progress according to Teaching Strategies Gold Continuum Observations and Assessments.
- Establishing Parent Resource Centers.

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

Meetings are offered at various times to provide parental choice that is convenient for their schedule. Attempts are made to provide childcare options if necessary. All information is disseminated through school websites and email to assure parents not in attendance receive the same information.

The Baldwin County Board of Education will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

- The district will share information at the district parent advisory meeting regarding the reservation of funds within the 1st month of school.
- Local schools will share information regarding the parent involvement reservation at the Annual Title I Meeting during the first two weeks of the school year.
- School leadership teams will include Parent and Family Engagement in the school ACIP.
- The district with the assistance of local schools will provide funding for transportation, instruction and training of all parents, including foster parents through Title I funding or the Parent Involvement Set Aside.
- Parents unable to attend such conferences or trainings may choose to view sessions on district or school websites, social media and other virtual platforms.

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

The Baldwin County Board of Education will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

- The district will share information at the district parent advisory meeting regarding the reservation of funds within the 1st month of school.
- Local schools will share information regarding the parent involvement reservation at the Annual Title I Meeting during the first two weeks of the school year.
- School leadership teams will include Parent and Family Engagement in the school ACIP.
- The district with the assistance of local schools will provide funding for transportation, instruction and training of all parents, including foster parents through Title I funding or the Parent Involvement Set Aside.
- Parents unable to attend such conferences or trainings may choose to view sessions on district or school websites, social media and other virtual platforms.

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.

The Baldwin County Board of Education will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

- The district will share information at the district parent advisory meeting regarding the reservation of funds within the 1st month of school.
- Local schools will share information regarding the parent involvement reservation at the Annual Title I Meeting during the first two weeks of the school year.
- School leadership teams will include Parent and Family Engagement in the school ACIP.
- The district with the assistance of local schools will provide funding for transportation, instruction and training of all parents, including foster parents through Title I funding or the Parent Involvement Set Aside.
- Parents unable to attend such conferences or trainings may choose to view sessions on district or school websites, social media and other virtual platforms.

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

Baldwin County School District may adopt and implement models such as Leader in Me to improve parental involvement through annual revisions to the Parent and Family Engagement Plan as recommended by the Parent Advisory Committee as well as through local school advisory committees. The Parent and Family Engagement Plan is adopted and approved by the Baldwin County Board of Education annually.

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.

Each local school submits names and addresses of parent contacts to serve on the parent advisory committee prior to the closing of the school year. These parents attend a summer advisory meeting with the district parent liaison to review and make suggestions regarding the Parent and Family Engagement Plan for the upcoming year. This committee also reviews the Parent Involvement Set Aside, as well as the budget for their school. Suggestions are utilized in all plan revisions prior to adoption by the Baldwin County Board of Education.

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

Understanding the significant impact that parental involvement has on a child's educational success, the Baldwin County Public School System promotes and encourages parents, school personnel, local daycare providers, preschool teachers, and Head Start to be involved in all aspects of their child's/student's education including, as well as local community members:

- Parental Involvement on System Committees: Federal Programs Parent Advisory Committee, Federal Programs Advisory Committee, School Continuous Improvement Planning Team, district textbook adoption committees (when applicable)
- Community Involvement: Boys and Girls Club, Local Education Foundations, Rotary Club, Kiwanis Club, Optimist Club, Crisis Center, Baldwin County Children's Policy Council and other agencies and entities
- Communication: School Newsletters, System Calendar of Events, District Website, School Website, Community Education Meetings, After School Care Committees, Parent Conference Day Activities, ACIP committees, Google Classroom, school Facebook page, email correspondence with teachers, School Messenger calling system

Sec. 1116(f)

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

As a school system that receives Title I-A federal funds, the school/district will put into operation programs, activities, and procedures, based on the district's needs for the engagement of parents and family members. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children. The school/district will work to ensure that the required parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA.

In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.

This LEA parent and family engagement policy has been developed jointly and agreed on with stakeholders participating in Title I, Part A programs, as evidenced by the feedback received from parents and other stakeholders through the annual evaluation and LEA Parent Advisory meetings.

This policy was adopted by the Baldwin County Board of Education and will be in effect for the period of the 2022-2023 school year. The school district will have the LEA Parent and Family Engagement Policy on the district website and schools of participating Title I, Part A program. An abbreviated LEA Parent and Family Engagement Plan will be distributed to parents and families of students attending a Title I School.

Date Approved by the Baldwin County Board of Education: July 21, 2022_____