

LEA Consolidated Plan

Sec. 112.[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 the 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 (29U.S.C. 3101 et seq.), the Head State 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 lan through communication materials, agendas, minutes, notes of meetings and sign-in sheets.

Has procedures and practices in place for disseminating individual student assessment results to teachers and parents

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

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

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

Conecuh County Schools has developed and implemented a well-rounded program of instruction to meet the academic needs of all students by utilizing the Alabama College and Career Standards when constructing syllabi, curriculum framework and guidance document for each teacher. Students progress is monitored in a variety of ways including, but not limited to: Global Scholar/Scantron, End of Quarter tests, DIBELS, Accelerated Reader, Workkeys, ACT plus writing, WIDA Access Placement Tests (online Screener and W-APT) Access 2.0, Alabama Alternate Assessment (AAA), Advanced Placement tests, Civics Test, PSAT, ACT, progress monitoring, and informal assessments associated with grade level reading programs and classroom instruction.

2. SEC. 1112(b)(1)(B)

Describe how the local educational agency will monitor student progress in meeting the challenging state academic standards by identifying students who may be at risk for academic failure.

Teachers use both formal and informal methods to monitor students' progress in meeting the challenging State academic standards and to identify students who may be at risk for academic failure. Classroom teachers meet regularly to examine scores on classroom tests, as well as State test scores and local benchmarks in order to determine necessary intervention strategies, adjustments to curriculum, and the development of instructional plans. Students identified as at-risk are served through the system's Response to Instruction (RTI) process to insure that they are receiving appropriate academic interventions. Classroom teacher, as well as resource personnel, provide

explicit Tier II and Tier III instruction in small group settings. Students are also screened for possible dyslexia using SPIRE software. Parents are encouraged to play an active role in their child's education as well.

3. SEC 112(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.

Conecuh county Schools uses the RTI process to monitor students' progress in meeting the challenging State academic standards and to provide additional education assistance to individual students. Struggling students who are identified through performance on a class wide, school-wide, or district wide screening intended to indicate which children may be at risk of academic or behavioral problems are referred to the RTI team. A child may also be identified through other means, such as teacher observation and SPIRE. The school provides the child with evidence-based interventions and closely monitors the student's progress (or response to the instruction), and adjusts their intensity or nature, given the student's progress. C13T?

4. SEC. 112(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.

Formative and summative test data are reviewed at meetings conducted regularly by the local CIP committee. Reviews are made to ensure that the goals, strategies, and action steps included in the CIP (Continuous Improvement Plan) are implemented and monitored. CIP teams are comprised of local school administrators, guidance counselors, grade level or department level teachers, special education teachers, parents, and community members. C13?

5. SEC 112(b)(2)

Describe how the local educational agency will identify and address, as required under State plans as described in section 111(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

Conecuh County Schools strive to hire teachers that meet the qualifications of highly certified. Mentoring programs are in place to provide new and inexperienced teachers with the tools necessary to provide effective instruction to all students. Training is provided annually in strategies designed to help specific student populations (EL, Homeless, At-risk, Low income) and each teacher has a Professional Learning Plan in place outlining areas of required training. There are no disparities that result in low-income or minority students being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers.

6. Sec. 112(b)(3)

Describe how the local educational agency will carry out its responsibilities under paragraph (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

Conecuh County Schools has no schools designated as in need of Comprehensive Support or Targeted Support. Should the need arise, Conecuh County Schools will take the steps necessary to carry out its responsibilities under paragraphs 1 and 2 of section 1111(d).

7. Sec. 1112(b)(4)

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

Section 1113 states and LEA may only use Title I funds in a 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 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)(1) 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 and LEA may use feeder patterns to determine the poverty percentage of secondary school:

- 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 .)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (ESEA section (a)(3)(B).)

Conecuh County Schools are all System-wide Title I Schools except for Genesis Innovative School which is an Online Virtual School. Two schools are 100% while the school that has the lowest poverty rate is 91-89%. Our school system participates in the Community Eligibility Provision (CEP), the average DC is 97.37%.

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency 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.

School-wide Programs are developed by individual schools based on the individual schools' Needs Assessment. In general, the majority of the School-wide Programs focus on the content areas of reading and math as well as school culture and technology. Individual Schoolwide Programs are defined in the school's CIP. Direction and guidance are provided by the Central Office staff as needed by individual schools. Conecuh County Schools currently has no residential neglected and delinquent program, but should the need arise, they will be served with Virtual School and credit recovery options.

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.).

Conecuh County Schools does not currently receive McKinney-Vento Homeless Assistance funding. However, admission procedures are in place at each school for homeless students and support is provided through local funding and Title I. Homeless students are provided services using the same criteria as those not designated as

homeless and Title I funds are used to purchase supplies, uniforms, personal hygiene items, and transportation when necessary. Parents of homeless students are encouraged to participate in school activities, including conferences and informational meetings.

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

Transition programs are in place that includes school tours, screening, and informational meetings for local pre-schools and Head Start entities. Conecuh County Schools currently has 6 pre-kindergarten classrooms use; these are partial funded by local and state dollars as well.

11. Sec. 1112 (b)(9)

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

Conecuh county Schools does not currently have any schools designated for targeted assistance.

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.

Fifth grade students, transitioning to Thurgood Marshall Middle School have a move up day designed to familiarize students with the building, teachers, and procedures. Hillcrest High School students will participate in college visits and an annual college fair at Reid State Community College. The career fair is conducted annually for our high school juniors and seniors to explore career opportunities and provide guidance on possible fields of study. All students develop four year plans beginning in the 8th grade with assistance from academic counselors and the career coach. Hillcrest has a transition/Freshmen Orientation/Academy

These plans are revisited each year as students make college and career choices.

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.

Students at Hillcrest High School are offered dual enrollment courses with the Reid State Community College in conjunction with Conecuh County Schools-Workforce Development Center. A career counselor is on campus one day per week to assist with enrollment opportunities, scholarships, tours and financial aid completion. There is also a full-time Graduation Coach on the campus of Hillcrest High School.

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.

Students in grades 9-12 are served through dual enrollment with Conecuh County Schools Workforce Development Center. Cluster grouping of gifted learners with similar-ability peers within the general education classroom, which provides gifted students opportunities for learning with their academic-intellectual peers allows for creating a sense of belonging and academic progress commiserate with knowledge, skills, and interest and help teachers better serve their gifted learners.

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.

Workforce Development information guides program development and course offerings to students. Career Technical Education (CTE) teachers work closely with business and industry partners to design instruction that will lead to skills attainment important to in-demand occupations or industries in the area. Students are also provided the opportunity to participate in Co-Op through Workforce development activities designed to give them industry specific experience. We are also partnering with Evergreen Medical Center for a teen volunteer program. Students receive hands-experience in components with STEAM in the healthcare industry. Annual career fairs also give the district the opportunity to coordinate with business and industry to integrate academic and career and technical content.

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

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

Students earn academic credit through participation in the Co-Op program that is supervised by the classroom teacher and CTE Director.

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 and Talented students are served by a part-time, state funded teaching unit. Students are identified in 2nd grade and provided services in a pull-out program in grades 3-6. Pull-out programs allow gifted students to share learning experiences with their intellectual peers. The social-emotional needs of the gifted can be addressed within a pull-out resource classroom with the gifted specialist who is trained to recognize and meet their unique affective needs.

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 the 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.

Media Specialist units are earned through the state based on enrollment. Conecuh County schools earn 4 full-time media specialists and others serving half time at 2 different schools.. The district assists media specialists each year in developing effective school library programs that include meeting the following responsibilities: (1) The Library Media Specialist is responsible for ensuring students and staff are Effective and ethical used of ideas and information, (2) Empowering students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information, (3) Instill a love of learning in all students and ensure equitable access to information, (4) Collaborate with teachers and specialists to design and implement lessons, units of instruction, assess student learning and instructional effectiveness, and (5) Provide leadership necessary to ensure the school library program is aligned with the mission, goals and objectives of the district and is an integral component of the learning and instructional program.

19. Sec. 1112(b)(7)

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

Parent and Family Engagement Written Policy (Sec. 1116 (2))

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

- A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development and improvement plans under paragraphs (1) and (2) of section 111(d).**

Each Title I school has Annual Parent Title I Meeting is September. There are also scheduled with parents to aid in the development and revision of the consolidated plan, parent involvement plan, and EL plan. Each school's CIP team has parent members as will. Parent input is sought on all plans to both the district and at the school level.

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 in effectively engaging parents and family members in education.

Parent input and involvement is very important in Conecuh County Schools. Teachers maintain parent contact logs to document when parents meet with them both individually and as a group. Parent activities include but are not limited to: Parent Conferences, Annual Title I Meetings, Parent surveys, Social Media Contacts, Testing Results, Workshops on Homework Help and Effective parenting Parent Nights. Parents also have access to Parent Resource Room to Conecuh County Board of Education. Parents have computer and internet access as well as parental resources. Conecuh County Schools has employed a district Parent Liaison to help parents.

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.

A parent Involvement Plan is developed and revised each year for every school and district plan for Conecuh County School is also developed and revised. Parental input is obtained at all schools and within the district. Plans assure

that parent and family engagement strategies, to the extent feasible and appropriate, coordinate with other relevant Federal, State and Local laws and programs

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

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

While we believe that no barriers currently exist, Conecuh County Schools strives to provide parent meetings at times when parents can attend, in a language they can understand and with not costs to the parents.

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

All school personnel and teachers work with parents to provide strategies to assist with learning of the children. Topics included on Social Media, weekly newsletters, parent workshops and conferences include: Homework Tips, College and Career Ready Standards, Inow Information, Grading Procedures, Attendance Expectations, Continuous Improvement for the schools and Title I Requirements.

(iii) strategies to support successful school and family interactions

Conecuh County Schools use several strategies to support successful school and family interactions/ Schools help parent and grandparent days annually. Conecuh county Schools uses Facebook, Twitter, and the school and district webpages to keep parents informed of school activities. A rapid notification system is also used to inform parents of important events and dates. The Chalkable Parent Portal keeps parents aware of academic achievement and attendance. Finally, parents are highly encouraged to participate in school activities and volunteer opportunities.

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

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

Based on survey results and parental input, Conecuh County Schools will continue to implement the following evidence-based strategies:

Parent Surveys

Parent Meetings both formal and informal

Communication through Social Media and rapid notification system

Use of Website for information relevant to parents

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 groups o 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.

Conecuh County Schools holds an advisory committee annually for the purposes of developing, revising, and reviewing the parent and family engagement policy. Members of the committee include elementary sch high school parents, minority parents, and parents of special education students to assure that a representative group of parent is included.

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.

Schools conduct meetings at the beginning of the year to inform parents of Alabama College and Career Ready Standards, grading procedures, attendance requirements, and course expectations. Parents are given links to INOW and the school's websites and shown how to access information on monitoring student progress. Meetings are scheduled with parents as requested when students need additional academic assistance. All communication is transmitted in a language that parents can understand based on their Home Language Surveys with the use of a Contracted Interpreter or volunteer.

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

Parents are provided materials and training to help them to work with their children to improve the children's achievement during Statewide Parenting Day, scheduled literacy and math nights, through the district and school websites, and other parent meetings. Conecuh County Schools also has a Parent Resource Area located at the Conecuh County Board of Education. Parents have access to computers and internet services as well as parental information regarding help with homework, parenting and other needed resources.

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.

Teachers, specialized instructional support personnel, principals and other school leaders, and other staff attend professional development each year that provides instruction 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.

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.

Conecuh County Schools coordinates and integrates parent involvement programs and activities with all other programs, including preschool programs. Conecuh county Schools also house a Parent Resource Area located at the coneceuh County Board of Education. Parents have access to computers and internet services as well as parental information regarding help with homework, parenting and other needed resources. Many resources are also posted

on the district website. Parental involvement is highly encouraged and activities are sent home to encourage parental involvement in the child's education.

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.

Information related to school and parent programs, meetings, and other activities is communicated to parents through written notes, social media, school websites, and a rapid notification system. For non-English speaking parents, communication is sent through TransAct or utilizing Google translate. Also, Remind.com app translates into several languages as well. The district also contracts services with an individual who can translate documents and interpret during parental meetings when needed.

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

Parent request for additional support for parental involvement activities will be monitored and implemented as necessary.

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.

Parents who have expertise in training areas pertinent to educators are encouraged to provide training to improve the educational experience of students. Examples of parent volunteers include police officers, fireman, outdoor classroom experts, and teachers.

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

Literacy materials for necessary literacy training will be purchased through Title I or local funds as necessary to ensure the availability of training and materials.

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.

Meetings are offered at various times to provide parental choice that is convenient for their schedule. Child care options are available at the schools during large meetings. Requests for transportation are handled on a case by case basis. All information is also disseminated through school websites and email to assure that parents not in attendance received the same information.

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

Conecuh County Schools enlists the PTO to encourage and enhance the involvement of other parents in their child's education and school activities. Membership drives are held each year to increase the number of parents involved.

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.

Conecuh County Schools schedules meetings at a variety of times with parents to enable them to attend conferences at school in order to maximize the parental involvement and participation. In-Home conferences are available upon request.

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

The LEA may adopt and implement model approaches to improving parental involvement as we learn of additional strategies at conferences, through parent surveys, and in meetings with the SDE

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

The Federal Programs Director establishes a districtwide parent advisory council to provide advice on all matters related to parent involvement as well as district plans and procedures.

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

Community-based organizations and businesses are involved in advisory committees and have input into parental involvement activities in this capacity. In addition, the Career Technical Advisory Committee provides guidance and suggestions for appropriate parent activities.

Parent Project is also offered for Conecuh County parents and for parents in other surrounding areas.

Sec. 1116(f)

U. 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.

Conecuh County Schools strives to deliver in a language parents understand through school websites, a rapid notification system, parent notes, Remind.com and social media

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 minutes, agendas and sign in sheets uploaded in e-Gap. The school district will distribute this policy to all parents of participating Title I schools

The school district will distribute this policy to all parents of participating Title I, October 01-2018 Part A on or before

Plan Approved by (Person or Entity)

LeAnn Smith

Date

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 students 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 qualifications not licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teachers.

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 to 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Assurances

LEA CONSOLIDATED PLAN ASSURANCES

Each local educational agency plan shall provide assurances that the local education 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, Alaskan Native, Native Hawaiian children and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce regimentation 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 and 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 in accordance with section 475(4)(A) of the Social Security Act (42U.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

- (1) The local child welfare agency agrees to reimburse the local Educational agency for the cost of such transportation;
- (2) the local educational agency agrees to pay for the cost of such Transportation; or
- (3) the local educational agency and the local 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, 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. 983a (a))