

Elmore County Public Schools 2020-2021 Parent & Family Engagement Plan

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Title I, Part A provides for parent and family engagement at every level of the program, including the development and implementation of the district and school Parent & Family Engagement Plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents in their children's education. In keeping with Section 1116, Elmore County Schools will support its Title I schools to ensure that required school-level Parent and Family Engagement Plans meet requirements and will include a school-parent compact that is consistent with Section 1116(d) of the ESSA.

This LEA parental Involvement Plan has been developed and agreed on with parents of children participating in Title I, Part A programs as documented by minutes of the 2017 Parent Advisory Council Meeting. The school district will distribute this plan to all parents of participating Title I, Part I children.

Plan approved by:

Richard E. Dennis, Superintendent

9-30-2020

Date of Approval

Celeste Tilley, Federal Programs Director

9-30-2020

Date of Approval

Our Purpose

Every Student Empowered  *Every Student Succeeds*

Title I – Improving the Academic Achievement of All Students

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. This can be accomplished in several ways, including affording parents substantial and meaningful opportunities to participate in the education of their children.

(Adapted from: <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html#sec1001>)

What is Parent & Family Engagement?

Parent and family engagement is an overarching principle and approach for involving parents and families in decisions about themselves, their children, services, and communities. Engagement involves:

- Personal two-way communication between school and families.
- Educational support at home.
- Shared decision-making and setting of plans, goals, and outcomes.
- Creating welcoming school environments that are parent resource sites.
- Leadership in the community.

Elmore County Schools 2020-2021 Parent & Family Engagement Plan

Research shows that parents have the most significant influence in their children's achievement of academic success. When school districts, schools, families, and communities collaborate and partner together to support learning, children achieve at higher levels – they do better in school, and schools improve.

This Parent and Family Engagement Plan has been jointly developed with parents in support of Elmore County Schools' efforts to support student academic excellence. It establishes the district's expectations for quality family-school engagement, and guides the strategies and resources that will build school - parent partnerships in Elmore County's Title I schools. It describes the district's commitment to partner with families in the education of their children and to strengthen the ability to implement family engagement strategies and activities that support children in achieving the district student academic achievement goals.

Plan Development: A Joint Effort

All parents of students attending Elmore County's Title I schools were offered opportunities to provide input in developing this plan. A Title I parent survey was made available to all families via the Internet and paper copies were made available upon request. Survey results provided an evaluation of the implementation of family engagement practices and activities. Assessment of the results of the survey provided input in the development of both this plan and the Title I Budget. Additionally, an annual Title I Advisory Meeting was held via ZOOM, and families of students attending Title I schools were invited to provide input on Title I Schoolwide programs, school and district Parent and Family Engagement Plans and budgets, and School-Parent Compacts. At this meeting, the district's and individual schools' results of the survey were shared, and the annual plan was open for review. Additional opportunities for parents to provide input into developing plans, budgets and compacts took place at school and district meetings and on websites.

This plan is a component of the Consolidated Plan, which is submitted to the Alabama State Department of Education. Comments and feedback regarding the plan, as well as input on additional activities and practices to be implemented, are offered at schools and on school and district web sites throughout the year.

The Every Student Succeeds Act (ESSA) serves as the latest reauthorization of the *Elementary and Secondary Education Act of 1965 (ESEA)* which was last reauthorized in 2002 as the *No Child Left Behind Act (NCLB)*. Since its inception, the intent of the law has been to raise achievement for low-income and otherwise disadvantaged children. Parent and family engagement and consultation have always been a key component of the law. Gaps in educational opportunity and achievement will only be remedied when those closest to the affected students, including parents, families, and communities, are driving decision-making. The following sections describe how Elmore County Schools will respond to the requirements of ESSA.

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). [Sec. 1112(b)(7)]

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

Describe how the Local Education Agency 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). [Sec. 1116(a)(2)(A)]

Elmore County Schools will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA:

1. Invite parents to participate in school and district committees, such as the Federal Programs Advisory Committee, District Accreditation Committees, ACIP Committees, and Annual Title I Parent Meetings.
2. Hold a Parent Advisory Committee meeting for parents of students in the Title I program to review the LEA plan and discuss how Title I funds will be used to support the plan.
3. Provide parent access to LEA and school parent and family engagement plans and continuous improvement plans via each school's website.
4. Distribute an annual survey to facilitate parent and family input and involvement in the development of LEA and school parent and family engagement plans and continuous improvement plans. This will include involvement in the process of design, review, and improvement of the overall Title I program.
5. Utilize multiple methods of communication to notify parents and family members such as newsletters, emails, phone calls, school and district websites, and school marquee. Take home notices are translated as needed.

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. [Sec. 1116(a)(2)(B)]

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

- meetings with school Instructional teams offering guidance, support, and resources, and opportunity for collaboration between schools and district staff in developing meaningful family-school engagement initiatives.
- meetings with principals throughout the year to communicate current expectations, review guidelines, and discuss/support relevant matters specific to schools.
- an information and resource notebook which includes timelines, current Elmore County Schools information and requirements, checklists, samples, research-based professional learning articles, guidance on the implementation of effective parent and family engagement strategies, and meeting resources; additional resources will be provided throughout the year, and upon request, a monthly parent newsletter template that includes required information for parents, to be customized by each school and distributed to all families.
- support for school staff to participate in professional learning regarding parent engagement

provided by outside sources.

- a district-level Parental Involvement Liaison who will provide guidance, researched-based professional learning, monitoring, and support for the implementation of meaningful parent engagement practices to ensure meaningful, effective ESSA compliance.
- information regarding available resources and initiatives offered by the Alabama State Department of Education (ALSDE) including: webinars, parent engagement toolkits, parent and family engagement publications, networking opportunities, and checklists and templates.
- community resources to be accessed to support and share with parents, including district and community EL and adult literacy opportunities (Family Support Center), GED information, Elmore County Extension Service, parenting support, public library services, and others as they become available.
- an informative district website to link with school websites.

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. [Sec. 1116(a)(2)(C)]

To coordinate and integrate the parent and family engagement strategies of Title I with the parent and family engagement strategies from other programs, Elmore County Schools will create a support network so that programs, initiatives, and the community can help each other achieve success. Networking with others will create the opportunity for groups interested in developing effective parent engagement strategies to learn from each other, both within and across communities. We will provide opportunities to share strategies and successes, and to build knowledge to help improve our efforts. Parents and partnering organizations can combine the knowledge they have from multiple areas so that they can work together to create community solutions more easily and quickly. Peer networking will also increase the racial, ethnic, and cultural diversity of the sources of information and help available in communities. By connecting diverse groups of families, agencies, and community members, we hope to expand the perspectives and "voices" that are engaged in assisting and learning from each other. Organizations where such coordination may occur include:

- Family Support Center;
- Elmore County Extension Service;
- Elmore County Health Department;
- 21st Century Community Learning Centers;
- Department of Human Resources;
- Helping Families Initiative with the District Attorney's Office; and
- Community Action Agency of Central Alabama/Head Start.

Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (iii) strategies to support successful school and family interactions. [Sec. 1116(a)(2)(D)]

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

interactions.

An annual districtwide parent survey will be administered each spring either on paper or electronically. The school district will use the findings of the evaluation to design strategies for more effective parental and family engagement, and to revise, if necessary (and with the involvement of parents) its parental involvement practices and procedures. A Parent Advisory Committee at the LEA level will meet to discuss the school's recommendations, evaluate the effectiveness of the parent involvement program, and set goals. These goals will then be presented to the LEA's Federal Program Advisory Committee. Changes in procedures will be implemented based on the approval of the committee. Parent comments of concern, discontent, or disagreement with the current programs (Letter of Discontent or Disagreement) may be sent to the Federal Programs Director.

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

Based on survey results, Elmore County Schools will design evidence-based strategies for effective parent involvement. Strategies will correlate with the National Standards for Family-School Partnerships and Joyce L. Epstein's Framework of Six Types of (Parent) Involvement. The following best practices will serve as the framework for the program design:

- Create a welcoming school climate.
- Provide families information related to child development and creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication.
- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
- Engage families in school planning, leadership and meaningful volunteer opportunities.
- Connect students and families to community resources that strengthen and support students' learning and well-being.

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

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

Elmore County Schools will involve parents in the activities of the schools by establishing a Parent Advisory Committee. The committee will meet to discuss both school and district parent and family engagement activities and to discuss revisions needed to the parent and family engagement policy. The Parent Advisory Committee will be comprised of parents and family members from all participating Title I schools and will adequately represent the needs of the population to be served. The district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and when applicable, parents of migratory children.

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:

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.

Elmore County Schools will provide assistance to parents and family members in understanding the following topics:

- Challenging state academic standards
- State and local assessments
- Title I requirements
- How to monitor a child's progress
- How to work with educators to improve achievement

A variety of parent and family engagement activities will be scheduled at all schools. All schools have an Open House where parents are informed about school and district policies and procedures and their children's curriculum. Information regarding the best ways to communicate with each child's teacher will be provided, increasing the likelihood of school success. Schools also hold their Annual Title I Meeting where Title I requirements are discussed. Teachers are required to post lesson plans in Chalkable/iNow and document parent contact as part of the School-Parent Compact. Monthly "Helping Children Learn" newsletters give strategies on how parents can support the learning process and share various opportunities to volunteer in classrooms.

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 school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Each Title I school in Elmore County has an area where parenting materials are housed. A computer is available for parents to use. Rosetta Stone English language acquisition software is available at all schools for students and ESL parents. School counselors and site directors at each of the 21st Century Community Learning Centers assist families in finding resources and/or providing referrals to agencies to address their family's needs. A series of parent and family workshops will be planned to help parents improve their parenting skills. Flyers with all the workshops listed are given to students, parents, school staff members, and various community agencies.

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

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

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.

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

- Family Support Center;
- Elmore County Extension Service;
- Elmore County Health Department;
- 21st Century Community Learning Centers;
- Department of Human Resources; and
- Helping Families Initiative with the District Attorney's Office.

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

Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The school district will ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Each Title I school distributes both the local school and the LEA Parent and Family Engagement Plans to families at the beginning of each school year. Because of the high population of Hispanic parents, these plans are translated into both Spanish and English. Notices for parent meetings are translated into Spanish by the District Translator and are available in other languages in TransACT, the online compliance and communication center. Parent meetings are held throughout the year for parents and families of EL students. During these meetings, the Parent Liaison discusses subjects such as school culture, state and county required assessments, Title I program, how to help your child at home, and the Elmore County Code of Conduct and Student Handbook. Presentations are translated for Spanish speaking parents verbally and on presentation slides. Handouts and the Elmore County Code of Conduct and Student Handbook are sent home to all parents requesting a copy in Spanish. The LEA has also purchased Language Line to assist with all interpreting needs.

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

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

At the beginning of each school year, the Elmore County Board of Education will notify the parents of each student attending any school in the school system to inform them of their right to request information regarding the professional qualifications of the student's classroom teacher. Also, the school will provide timely notice to

parents/guardians if their student has been assigned to, or is being taught for four 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.

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.

To build and support school staff capacity, parent feedback will be utilized in the development of training for teachers, principals, and other educators. Professional learning will be tailored to focus on responses generated from parent surveys regarding how schools and parents can effectively collaborate to impact student academic success. Activities may include, but are not limited to:

- Supporting professional learning opportunities for staff to take place throughout the year on topics identified in surveys and evaluations;
- Creating family-friendly school environment;
- Discovering effective communication strategies;
- Sharing data with parents and setting student academic goals; and
- Providing informal professional learning (such as providing tips on effective parent newsletters, inspirational and informative posters for display, providing informative brochures, etc.)

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.

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

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

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

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

Elmore County Schools will develop and utilize a District Title I Parent Leadership Team. The purpose of the team is for parents from each school to come together quarterly throughout the school year to collaborate and provide support and ideas for how to take a leadership role at their school. The mission of the team is to encourage parents and school staff to work together to remove barriers, strengthen the family-school partnerships, and positively impact student academic success. The role of district Title I staff is to provide opportunities for quarterly meetings, provide current research, resources, and guest speakers in support of family-school engagement, and receive recommendations and advice from the group to understand what the district can provide to help schools nurture family-school engagement. Team members will actively participate by taking action at their school through sharing information with schools, reaching out to encourage and include parents in school-based opportunities that are offered, and working with Title I school contacts and principals as key planners and decision makers in increasing parent and school staff capacity.

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.

Parent meetings will be offered at various times throughout the day to accommodate varying schedules of

parents. Virtual meetings will be held during school and after school. If needed, in-home conferences will be scheduled, but teachers must be accompanied by administrators. Furthermore, lack of transportation oftentimes keeps parents from attending school activities. Holding a parent meeting/school event within the community allows parents to be closer to the event, minimizing transportation issues. Also, parents who are uncomfortable attending school functions held at school facilities may feel more comfortable attending a school function held at a familiar location within their own community. Schools are encouraged to hold a minimum of one parent meeting/school event at a community location, outside of regular school hours. Meetings can be held at a church, a park, a community center, a local business, or anywhere familiar within the specific community.

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

All approaches to improving parental involvement will be adopted and implemented by soliciting parent input and by utilizing evidence-based approaches to effective parent and family engagement. Currently, Elmore County Schools utilizes the National Standards for Family-School Partnerships and Joyce L. Epstein 's Framework of Six Types of (Parent) Involvement as the framework to guide our parent and family engagement activities. The following best practices serve as the framework for the program design:

- Create a welcoming school climate.
- Provide families information related to child development and creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication
- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
- Engage families in school planning, leadership and meaningful volunteer opportunities.
- Connect students and families to community resources that strengthen and support students' learning and well-being.

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

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.

Elmore County Schools will establish a Parent Advisory Committee to provide advice on all matters related to parental involvement throughout the Title I program. The committee will meet periodically to discuss both school and district parent and family engagement activities and to discuss revisions needed to the parent and family engagement policy. Members of the Parent Advisory Committee will be comprised of parents and family members from all participating Title I schools and will adequately represent the needs of the population to be served. The district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and when applicable, parents of migratory children.

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

To further develop our parent and family engagement plan, partnerships among community-based organizations and business will be established. Community organizations and businesses will be encouraged to offer support in identifying needs and implementing strategies for improved parent and family engagement. They may provide guest speakers, locations for meetings, and monetary donations for parent needs. Community-based organizations and businesses will be key partners in our support network and will be provided multiple opportunities to share strategies to build knowledge and improve our efforts.

Organizations where such partnerships will occur may include:

- Family Support Center;
- Elmore County Extension Service;
- Elmore County Health Department;
- 21st Century Community Learning Centers;
- Department of Human Resources; and
- Helping Families Initiative with the District Attorney's Office.

Sec. 1116(f)

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

Elmore County Schools and each Title I school will provide opportunities for the engagement of all parents and family members. Provisions will be made for informed participation of parents and family members with limited English proficiency, disabilities, and parents of migratory children, as practicable. District and school staff will collaborate with the ESL Liaison and community partners to accommodate removing barriers that may prevent parent participation. Information and required school reports (as established by Section 1116 of the ESSA) will be provided, as feasible, in a language and format parents understand.

Language accommodation provisions will include:

- Translation services through the Elmore County Schools Translator/Interpreter,
- Language Line/TransAct
- Various community support systems;
- Hiring of services as needed
- Elmore County Schools website content translation (generated by website)

Adoption of Plan

This LEA Parent and Family Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by agendas and sign-in sheets from the Elmore County Parental Engagement Advisory Committee and the Federal Programs Advisory Committee meetings.

This plan was approved by Elmore County Schools and will be in effect for one year. The school district will make this plan available to all parents of participating title I Part A children on or before December 1, 2020.

Elmore County Schools recognize parents as partners in the planning process for title I programs. Therefore, parents are encouraged to submit comments or concerns about this parental involvement plan. If parents disagree with the components of the plan or the implementation of the Federal Programs in Elmore County, they may complete a letter of Discontent or Disagreement and mail to the individuals below:

Mrs. Celeste Tilley
Federal Programs Director
Elmore County Public Schools
100 H. H. Robison Drive
P. O. Box 817
Wetumpka, AL 36092

Dr. Molly Killingsworth
Federal Programs Director
Alabama State Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

The Elmore County Board of Education ensures that all persons will be afforded equal access or participation based on selection criteria included in the law. This includes gender, race, national origin, color, disability, age, migrant, ESL, neglected or delinquent, or homeless children.

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:

(i) Whether the student’s teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and

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

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION—In addition to the information that parents may request under subparagraph(A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

LEA CONSOLIDATED PLAN ASSURANCES

Each local educational agency plan shall provide assurances that the local educational agency will—

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program
- (5) collaborate with the State or local child welfare agency to—
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation
- (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification
- (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))