



**LEA**  
**Consolidated Plan**  
**FY25**

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**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.

**Narrative:**

Data included on standardized test reports are analyzed to identify performance influences that need improvement. Parent meetings are held to inform parents of the report results and status of school improvement. Home reporting of student progress is an on-going activity with progress reports, report cards, parent conferences, and the signed return of student performance activities. Other informative activities include open houses, parent training, parenting activities and PTA/PTO meetings. School-wide performance indicators are correlated with the State's student performance standards as determined by the ALSDE using student assessment from ACAP, AlaKids, PreACT, ACT, Alabama Alternate Assessment (AAA), ACCESS for ELLs, Alternate ACCESS for ELLs, WorkKeys, End of Year Course tests, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and STAR reading and math reports. Schools continually assess student performance through the use of core reading tests, Benchmark Assessments, STAR Math and Reading Assessment, DIBELS 8, and Progress Monitoring. In addition to the academic indicators described in this plan, Marshall County Schools will use the following indicators:

- \*Graduation Tracking System
- \*Attendance among staff and students
- \*In-school and out-of-school suspensions
- \*Retention Rates
- \*CTE Completer
- \*Educate Alabama Results
- \*Parent Involvement Surveys
- \*After-School Participation
- \*Drop-out rate
- \*At-risk factors
- \*MTSS/ Problem Solving Team/ & EL Committee

\*Each school has a Continuous Improvement Leadership Team that consists of school personnel, parents, administrators, community leaders, services providers, Title I staff and students (at high schools). This team is responsible for initial school-wide planning and meets regularly to review new data, monitor program implementations, and adjust program components to ensure that Title I children meet the State's student performance standards. In addition, Marshall County Schools has established a District Continuous Improvement Leadership Team that continually monitors school data. Extended services will also be provided through after-school enrichment and tutoring, supplemental educational services, Title I Summer Schools, 21st Century Summer Programs and other programs such as Credit Recovery.

\*Pacing Guides have been developed for grades K-8 and content areas 9-12.

\*Standards-Based Report Card has been developed for K -1.

## 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.

### **Narrative:**

\*MTSS has been implemented in Marshall County Schools as part of Cohort 1.

\*Students identified as at-risk of not meeting the state's challenging student academic achievement standards will be given intervention reading and math instruction through research-proven methodologies.

\*Specialized professional development in assessment and intervention is also provided.

\*STAR Math and STAR Reading will provide individualized paths for student with evidenced based strategies and Tier 2 and Tier 3 support.

\*Open Court (K-5 Core Reading Program): Core Language Arts Curriculum with emphasis on student needs based on assessment data, small group instruction, technology component, advanced reader component, specific researched-based strategies and intervention programs. Accommodations may include but are not limited to the following: Oral testing and assignments, Extra time to complete assignments, Shortened assignments, Alternative assignments, Tutoring, etc.

\*SPIRE Intervention will be used in grades K-5, Reading Horizons intervention will be used in grades 3-12; Method Test Prep & Edgenuity (grades 7 - 12) for intervention and academic support in middle/high schools. Tier 2 and Tier 3 Support will also be used with students identified through PST.

\*Renaissance Learning (Grade K-12) supports Reading and Math practice based on assessment and students' individual needs. STAR Reading and Math Enterprise assessments offer expanded skills-based testing and reporting that provides data for screening, instructional planning based on skills mastery, progress monitoring and standards benchmarking.

\*Summer School: Those identified as academically at-risk are encouraged to attend summer school, as well as all other students seeking remediation or enrichment.

\*Extended Day: Marshall County School System offers After-School Enrichment, EL Classes, and Tutoring

\*Additional Considerations: All students in Title I schools participate in all aspects of the total school program. They receive services from library, counseling, art, music, physical education and special education.

The English Learner (ESL) Committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. Each campus in the Marshall County Schools System will use the Committee for English Proficiency Assessment as the assessment committee for English proficiency. The ESL COMMITTEE will consist of core teachers, a school administrator, a counselor, ESL staff and auxiliary members who are knowledgeable about the child. These auxiliary members will include the homeroom teacher, special education teachers, and/or other staff and community members.

The committee will review pertinent information about each EL student and perform the following tasks:

\*Make recommendations concerning the placement of each student in the ESL program.

\*Give written notice to parents when child/children are identified as ESL students.

\*Schedule a parent meeting to explain the ESL program.

\*Recommend and monitor the participation of eligible ESL students in any other applicable program.

\*Reclassify and recommend exiting ESL program when ESL students become proficient in English and have met exit criteria.

\*Monitor the academic progress of students who exit ESL until formally exited and reassess

students, who are not academically successful with MODEL, as reclassification in the ESL program or into other appropriate programs.

\*Determine, according to state guidelines, if an ESL student is to participate in the statewide testing program.

\*Monitor the academic progress of all ESL students in the regular program and make recommendations to the regular classroom teachers concerning accommodations for EL students in the regular program.

All members of the ESL COMMITTEE shall observe all rules and laws governing the confidentiality of information concerning individual students. The ESL COMMITTEE shall review all pertinent information on all EL students, make the determination required regarding the placement in, and exit from ESL classes. The ESL COMMITTEE shall also determine when there is sufficient cause and documentation to exempt/defer students from state and system mandated assessments (first year in US EL students in the area of reading).

The Marshall County School System recognizes the problem-solving team process plays a central role in the implementation of Response to Instruction (RtI). Although it is a required step before special education testing, it is not used only for pre-special education testing purposes. English Learners may be referred to the PST only after differentiated instructional strategies have been provided for them for a reasonable amount of time in Tier I and there is data showing that this instruction has been unsuccessful. ***ELs may not be referred to the PST if the language is the barrier to achievement.*** PST committees may not have the training or specialized skills needed to write accommodations and strategies, which are appropriate, for second language learners.

### **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.

#### **Narrative:**

MTSS will be implemented in Marshall County Schools as Part of Cohort 1.

\*Students identified as at-risk of not meeting the state's challenging student academic achievement standards will be given intervention reading and math instruction through research-proven methodologies. Intervention will also be provided through after school tutorial activities and extended-year instruction.

\*Alabama Reading Initiative (Grades K-8): A professional development model that trains teachers to implement the most effective researched based instructional strategies with all students. Specialized professional development in assessment and intervention is also provided.

\*STAR Math and STAR Reading will provide additional core support as well as Tier 2 and Tier 3 support with evidenced based research in instructional materials.

\*K-5 Teachers are trained in IMSE as part of the science of reading.

\*K-5 teachers are encouraged to participate in LETRS training to build on the science of reading.

\*Open Court (K-5 Core Reading Program): Core Language Arts Curriculum with emphasis on student needs based on assessment data, small group instruction, technology component, advanced reader component, specific researched based strategies and intervention programs.

Accommodations may include but are not limited to the following: Oral testing and assignments, extra time to complete assignments, shortened assignments, alternative assignments, tutoring, etc.

\*SPIRE Intervention will be used in grades K-5, Reading Horizon's Intervention Program will be used in grades 3-5, Method Test Prep & Edgenuity (grades 7 - 12) for intervention and academic support in middle/high schools. Tier 2 and Tier 3 Support will also be used with students identified through PST.

\*Renaissance Learning (Grade K-8) a management system that supports Reading and Math practice based on assessment and students' individual needs. Student's progress is accelerated as they practice reading and math in their Zone of Proximal Development.

\*I-Ready Math and I-Ready Reading will be used as a support for math program as well as intervention piece for Tier 2 reading and math support.

\*Attendance will be monitored in accordance with district policy. Students who are truant will be involved with a Board Committee as well as intervention through home visits and homebound services as needed.

\*Summer School: Each summer the system provides a voluntary free summer school program for students. Those identified as academically at-risk are targeted. Migrant and Homeless students are invited to attend for free.

\*Extended Day: Marshall County School System offers Extended Day Services at all campuses.

\*After School Enrichment and Tutoring: All schools have afterschool enrichment and tutoring programs will be provided to students at-risk for support in core subjects as well as ESL classes on some campuses.

Additional Considerations: All students in Title I schools participate in all aspects of the total school program. They receive services from library, counseling, physical education, and special education.

#### **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.

#### **Narrative:**

\*Department of Early Childhood Education (DECE), Head Start, Community Action, Marshall County Collaborative Preschool and ABA Model, and other preschool programs including Head Start collaboration include plans for the transition of participants in such program to local elementary school programs.

\*Services for children identified as English Learners (EL), children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, Homeless children, children within the foster care system, and immigrant children are identified in order to increase programs effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

\*Marshall County employs two social workers to work with our families and coordinate resources.

\*Marshall County employs a mental health coordinator to work with students, families, and coordinate services with other agencies.

\*Marshall County employs two homeless advocates to work with our students and families and coordinate services.

\*Marshall County employs a parent and family engagement specialist to work with families and coordinate programs, services, and materials needed to build parent and family engagement with our schools.

\*Marshall County employs 7 bilingual staff to work with families and to assist with enrollment in schools as well as support instruction within the classroom so that there will be no barriers to communication with the schools.

The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies:

\*Coordination of services with Head Start and Early intervention to provide referrals to Marshall County Special Needs Program. Marshall County School System provides Preschool Special Needs Service and Speech Language services to Marshall County students that attend Head Start and qualify for special education.

\*Coordination of services with the Marshall County Department of Human Resources to ensure children who are placed within the foster care system are identified and provided appropriate instruction and services.

\*Coordination of services with Marshall County Child Nutrition Program to provide nutritional food service to the children of Marshall County. Coordination of services with Marshall County Special Education in order to meet the needs of all Marshall County Students by providing vision, hearing, speech and academic assessment screening and testing to students referred to Special Education and by providing services to all students who qualify.

\*Coordination of services with the Marshall County Schools Migrant Program to provide additional services to families who meet the definition of "Migrant". Services provided are supplemental education, medical, academic assistance, clothing, referral to appropriate agencies, etc.

\*Coordination of services with the Marshall County Schools At-Risk program by providing referrals for children who need an alternative education.

\*Coordination with Title II Professional Learning Program to assist with staff training and with other technology-based programs.

\*Coordination with the district technology Director and other technology specialists to ensure that technology is integrated across the curriculum.

\*Coordination with the Marshall County Continuous Improvement Leadership Team to ensure that all Title I schools have continuous monitoring and technical assistance. Administrators, staff, and parents personally involved with early childhood development, vocational development, special needs and disabilities, and student welfare are instrumental in developing the local educational master plan for instruction. A similar grouping is instrumental in the development of each school's individual plan.

\*Depending on needs, Title I set-aside resources can be used to supplement support for children with English as a Second Language, children with disabilities, migratory children, immigrant children, and neglected or delinquent youth. Collaboration with home visitation, family literacy, and EL staff ensures that duplication and fragmentation are eliminated. Special services are also provided through extended-day, extended year, and after school tutoring.

Children with special needs receive supplemental assistance through Title I by removing any reasonable obstacles that inhibit full inclusion with Title I activities. This process is accomplished through consultation with non-Title I personnel best able to assess the needs of Title I children with special needs. Additional Title I support is made available through set-aside resources for eligible children when other means of support have been exhausted. Through collaboration with special needs programs, all buses have communication radios to ensure the safe transportation of students during extend- time activities.

**5. Sec. 1112(b)(2)**

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

**Narrative:**

The Marshall County School System's HR Department tracks years of experience and qualifications for all teachers within our system to ensure that our low -income or minority students are not being taught at rates higher than other students by ineffective, inexperienced or out-of-field teachers. The Marshall County System will review annually to ensure compliance and provide technical assistance, when applicable to help support our new teachers.

In an effort to best support schools in providing opportunities for a well-rounded education, Marshall County is dedicated to providing resources that enable schools to support the development of the whole child. This work consists of making sure that there are appropriate resources available to teach content in ways that afford multiple entries into curriculum as well as multiple ways to show their developing understandings. The important work that occurs between teacher and student and the environment in which this work takes place supports two goals:

1. All students are supported by highly prepared and effective teachers and school leaders.
2. Every school offers a safe and healthy learning environment for all students.

The Marshall County School System uses multiple ways to ensure that low-income students and minority students are taught by effective, experienced, well-trained teachers. HR coordinates with the Federal Programs Supervisor, Principals, and Superintendent to ensure that teachers are highly qualified and in field. Supervisors and Principals attend college "career days" to seek highly qualified students. The Marshall County School System post all job openings on Teach Alabama and HireTrue, and seeks to employ certified teachers in all fields.

**6. Sec. 1112(b)(3)**

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

**Narrative:**

For the 2024-2025 school year, Marshall County Schools does not have a school that has been identified as a Comprehensive Support and Improvement (CSI) school. If a school receives this designation in the future, MCS will implement a plan of action to develop a CSI plan that directly addresses the factors leading to this designation and identify strategies for mitigating those factors and improving the total program of that respective school. All stakeholders - system-level staff, school-level staff, parents, students, and community members - will have the opportunity to be part of the improvement process through advertised meetings that share information and allow time for input regarding the current status of the school. The accountability indicators that determine the school's improvement status will be clearly explained as well as possible solutions identified and discussed. Through this collaborative effort, evidence-based interventions will be identified from both stakeholder input, a school-level needs assessment, and an investigation for potential resource disparities. With stakeholder involvement and input along the way, a 'formal plan of action' will be created and provided to the Marshall County Board of Education for approval. All Schools in Marshall County are currently Schoolwide Title I Schools.

**7. Sec. 1112(b)(3)**

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

**Narrative:**

All Schools in Marshall County are Schoolwide Title I Schools. Marshall County Schools does not provide public school choice. MCS does not have any schools identified as a Comprehensive Support and Improvement (CSI) School.

In the event that this occurs in the future, the district would seek to provide all students in schools identified as CSI schools to make application to transfer. Transfers are granted based on space availability at the receiving school. Students attempting to utilize public school choice would be ranked in order of priority based on lowest to highest achieving students. Priority for transferring would be given to those students who have been deemed as the lowest-achieving students until that respective school's capacity has been reached. These applications would have deadlines which allow administrators to review the requests and make student approval selections based on multiple criteria.

**8. Sec. 1112(b)(3)**

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

**Narrative:**

All Schools in Marshall County are Schoolwide Title I Schools. in the event that this were to change, the Federal Programs Coordinator and District Level Administration staff will assist by providing technical assistance to include: assisting school in the development of a Comprehensive Support Plan, review performance data and prioritize weaknesses, review all current intervention programs and only utilize programs that are researched-based and proven to be highly-effective, assist in analysis of assessment data to determine instructional and learning gaps, identify staff and administrators in need of additional professional development opportunities related to improving student performance, prioritize funds for these schools, and involve all relevant stakeholders in the improvement/restructuring process and commit district funds as needed for the implementation of the Comprehensive Plan. The central office will assist in monitoring the plan through support in developing plan, frequently monitor plan through walkthroughs, data meeting, administrative meeting and review of student data and staff evaluations. Additional actions for unsuccessful plans would include restructuring staff, administrators and supports to the school.

**9. Sec. 1112(b)(4)**

Describe the poverty criteria that will be used to select school attendance areas under section 1113.
Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is:
<ul style="list-style-type: none"><li>• At least as high as the percentage of children from low-income families served by the LEA as a whole;</li><li>• At least as high as the percentage of children from low-income families in the grade span in which the school is located; or</li><li>• 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:<ul style="list-style-type: none"><li>• Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and</li><li>• Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).)</li></ul></li></ul>
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.
<ul style="list-style-type: none"><li>• Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools:<ul style="list-style-type: none"><li>- The LEA must notify its secondary schools to inform them of the option.</li><li>- A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a)(5)(B) and (C).)</li></ul></li></ul>
An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA.
(ESEA section 1113(a)(3)(B).)

**Narrative:**

Each school in Marshall County has a poverty rate higher than 35%. All schools are Title I schools, and all Title I Schools are school-wide.

All Schools in Marshall County participate in the CEP Program. The funds are distributed on a per-pupil allocation. Schools are ranked order from poorest to wealthiest.

**10. Sec. 1112(b)(5)**

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

**Narrative:**

Marshall County Schools conducts a thorough needs assessment to identify student needs and gaps in learning outcomes, then a plan is created to address identified needs, focusing on evidence-based strategies to improve academic achievement. Title funds are blended with other federal, state, and local funds to support school-wide programs. The nature of the programs conducted by MCS will address academic and nonacademic needs; such as, literacy workshops and behavior interventions. MCS will involve parents and the community in supporting student success, provide preschool services for low-income or at-risk children, and provide training for educators to improve instructional practices and effectively support students. The system will ensure that Title resources are used strategically to address inequities in educational opportunities and outcomes. Schoolwide programs aim to enhance the overall educational program of a school to ensure all students, particularly those who are disadvantaged, achieve proficiency on challenging state academic standards. This approach allows schools to use Title funds flexibly to upgrade the entire instructional program.

There are no Neglected or Delinquent Facilities located within our district boundaries. In the event that an institution contacts Marshall County Schools regarding a student moving into the system, MCS will partner with the facility to help the student with the transition. Students identified as neglected or delinquent enrolling in our district would immediately receive all supplemental services provided through Title I. These children will be offered the same services as any other child in the school system and will not be discriminated upon due to circumstances.

**11. Sec. 1112(b)(6)**

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

**Narrative:**

Two contract homeless advocate/liaisons and Two Bilingual Homeless/Migrant Advocates are employed by the Marshall County School system to work with our homeless families and unaccompanied youth. The advocates help with identification, registration, professional development about homeless and identification, counseling, coordination with other agencies providing services, and tutoring. The homeless advocates also work with the high school counselors to help coordinate tutoring or placement in career-ready training (technical school) or advanced placement for college. The advocate also works with the attendance officer to ensure that homeless student's academic success is not adversely affected by chronic absenteeism. When necessary, the homeless advocate makes home visits to families.

All homeless, migratory, immigrant, and limited English proficient children, must have equal access to the same free appropriate public education (FAPE), including public preschool education, provided to other children and youth. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The enrollment of homeless, immigrant, migrant, limited English proficient children, and foster care students shall not be denied or delayed due to any of the following barriers:

1. Lack of Birth Certificate

2. Lack of school records or transcripts
3. Lack of immunization or health records
4. Lack of proof of residency
5. Lack of transportation
6. Guardianship or custody requirements

Homeless children and youth are often overlooked or hidden. The Marshall County School District will conduct training sessions with the appropriate school personnel to inform them of methods of identifying homeless children without using stigmatizing terminology. The district will use a Residency Questionnaire, at enrollment with all new students to facilitate identification of homeless children and youth and preschoolers. The Residency Questionnaire is available in English and Spanish. The parent, guardian, or unaccompanied youth will complete the questionnaire at the time of registration. The school counselor may provide assistance to the parent, guardian, or unaccompanied youth in answering the questionnaire, if necessary.

A copy of the Residency Questionnaire must be submitted to the Marshall County Homeless Liaison on the day of registration to determine eligibility under McKinney-Vento.

Services provided are McKinney-Vento include coordination with Child Nutrition Director to provide immediate qualification, coordination with Transportation Supervisor to arrange transportation (if needed) for school or origin or alternate school, arrangements for other transportation (if needed), free extended day (if available), summer school and after-school tutoring will be provided (if available and needed). Graduation expenses for cap/gown/diploma, clothing/basic supplies such as shampoo, soap, etc., credit recovery, medical referrals or other referrals, waived fees for ACT, and coordination with other agencies such as 211, United Way, food banks, clothing closets, Christmas Coalition, etc. to ensure the student's basic needs are met.

All staff in Marshall County were required to complete the [ALSDE Homeless Liaisons Homeless Training](#). This is documented in PowerSchool and completion certificates are kept with the Homeless Liaison(s).

## **12. Sec. 1112(b)(8)**

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

### **Narrative:**

Marshall County School District uses state and federal funds to provide preschool to children who are four years old at 12 school locations. The preschool program is designed to provide students with an opportunity to become familiar with their learning environment as well as receive an introduction to readiness activities. Parents are provided workshops on strategies that they can use with their own children to prepare them for the school setting.

The High Scope Preschool Curriculum, an evidenced-based research program, is utilized in the preschool program. All preschool teachers have been through or are currently going through LETRS Training through the ALSDE to support the foundational level in the science of reading which will help support the transition into the academic demands of kindergarten. All preschools are operated under the Alabama

State Department Developmental Standards. Through designated key experiences for children, teaching and parenting strategies, and child observation materials, the curriculum provides a decision-making framework. Educational experiences are planned and designed to facilitate children's construction of concepts, development of skills, and engagement in the learning process. The evidenced-based research curriculum is developmentally appropriate and implemented with attention to the needs, interests, abilities, learning styles, and developmental levels of the individual children.

The system also provides a full range of services to special needs children age 3-5 in both private, church-based, child care centers and other community preschool settings. A Developmental Delayed certified teacher and Speech Language Pathologist provides services in order to meet the needs of preschool needs children in Marshall County.

The system also provides 2 collaborative preschools with a ratio of students who are typical peers and students identified with developmental delays or other learning delays. One of these classrooms serves our autistic children through an ABA research model.

All of the preschools listed above plan activities in the spring to transition into the kindergarten program. This is accomplished by a "day in kindergarten visit" as well as other opportunities to participate with kindergarten such as field trips, parent nights, reading nights, orientation, harvest festival, spring festival, etc.

Marshall County Schools provides several opportunities for transition between primary and elementary schools through move up days, parent nights, and open house. Marshall County Schools also utilizes our bilingual staff to provide information to parents as students transition between grades. The "Spanish" meetings are conducted at various times throughout the year to accommodate parents' work schedule.

### **13. Sec. 1112(b)(9)**

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

#### **Narrative:**

Currently, all schools in the Marshall County School District operate as Title I School-wide Programs. In the event that a school in the system became a targeted assistance school, a multiple criteria selection will be used to determine students identified as most in need of services. This process will begin with a thorough review of student data, including academic performance on state and local assessments, classroom work, and other relevant indicators such as attendance and behavior. Teachers, in consultation with the School's PST team, analyze this data to identify students who are at risk of falling behind academically, particularly in core subjects like reading and math. Parental input is also essential in this process, ensuring we take into account the unique needs and circumstances of each child that enters our building. Once students are identified, targeted interventions and services are designed to support their academic growth and help them meet our state's challenging academic standards. This collaborative approach ensures that the most vulnerable students receive the necessary support to succeed.

The criterion will include, but not be limited to, student baseline scores from STAR, State assessment results (2-11), standardized testing, and local assessment results at the grades in which there is no state

data, and teacher survey results. A point range can be assigned to each of these areas, and individual point totals calculated. This point total would be placed in ascending/descending order. Students having the fewest point total will be considered those with greatest need and needing Title I reading and/or math services.

**14. Sec. 1112(b)(10)(A)**

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

**Narrative:**

Marshall County students are provided opportunities for effective transitions from middle to high school by providing an 8th grade parent night with counselors to plan for the 4 years at high school. Eighth grade students are provided a "mock" schedule and spend a day in the spring in the high school as part of the transition process. Tours of the Marshall Technical School are provided for 8th and 9th graders so that an awareness of other programs is available. A separate 9th grade orientation is held for incoming freshman so that parents and 9th grade students can ask questions, plan, and acclimate themselves to the high school. The Marshall County School system works with local junior colleges and colleges to ensure that high school students have opportunities to explore careers and gain information about programs/degrees at the next level. We have recently entered into an exciting partnership with Snead State Community College and they just finished building a facility on the same campus as MTS. Career Fairs are held at Marshall Technical School as well as local high schools so that employers can discuss job opportunities during high school and after high school. Local businesses, such as Progress Rail, partner with schools to provide information, peer tutors, and role models for our students. High school teachers require seniors to fill out a college application as part of the English program. Snead State and Northeast Junior College provides personnel to help students and parents fill out FASFA applications in the fall to ensure that each child can apply for scholarships and financial aid. All High Schools host college/career nights. All 4 high schools, Marshall Technical School, and the city school systems in our county collaborate to provide a college/career fair in the fall for 9-12 students.

Career Technical Courses are offered at the high schools. These classes include family consumer science, agriscience, and business education. Several of our middle schools offer Career Technical classes. IEP/EL/504 teams work with students to prepare them for high school. Several High Schools have mentor programs where teachers are assigned to incoming freshman as a "mentor" for the four years in high school. These teachers will help guide, offer advice, and help with academic resources during the student's high school career.

Academic Enrichment courses are offered 2 days per week. During this time, students are paired with a mentor and resources from ALSDE's REACH Student Advisory Initiative are utilized. Topics include school success skills, academic planning, career exploration, post-secondary planning, interpersonal/life skills, and work ethic.

At the high school, Industry tours are held. College recruiters visit schools. Several of our schools are part of TRIO programs that assist with college visits and post-secondary planning.

High School students are allowed and encouraged to visit colleges. Several high schools take juniors and seniors on field trips to local colleges including Jacksonville State,

Snead State, Wallace, and Northeast. Project Search is a mentor program which pairs a community member to serve as a mentor with an at-risk student in grades 10-12 to work towards the goal of finishing high school and working toward college or a career.

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

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

**Narrative:**

Marshall County students have an opportunity for education and training beyond high school through opportunities to participate in dual enrollment college courses, AP coursework, and credentials earned through our Career Technology Program. We are committed to expanding the number of high school students earning early postsecondary course credits and industry certifications, broadening the reach of these programs to include students who lacked these opportunities in the past. Early postsecondary opportunities allow students to: earn postsecondary credits while in high school; become familiar with postsecondary expectations; develop confidence and skills for success in postsecondary; make informed postsecondary and career decisions; and decrease the time and cost of completing a postsecondary certificate or degree. Again, Snead State Community College just completed a facility on our MTS campus to help make this vision a reality for the students of Marshall County Schools.

Marshall County Students participate in KUDOR to help plan for college and career goals. KUDOR trained staff facilitate this online career planning. The results are shared with the students and parents in individual meetings. The 8th grade holds a transition night to map out the 4-year-plan.

KUDOR results are utilized when planning for high school. The Marshall County Technical School holds 14 technical programs and is visited by our students in 8th grade as part of a transition to high school and identifying interest for careers. Each student is required to participate in a Career Preparation class which also offers opportunities to explore careers and colleges.

All of our high schools have AP classes offered for students as well as opportunities to participate in dual enrollment classes at the local junior colleges Snead State and Northeast Community College. Alabama Online has dual enrollment coursework which has been taken advantage of by students. Several of our high school students graduate with enough college courses to be classified as an incoming sophomore

Our high school students attend career fairs, make college visits, or have college and career night at each school site so that students in middle and high school are exposed to information before their senior year. Additionally, there is a college career fair held for all schools in Marshall County early second semester at Marshall Technical School. Representatives from the military, colleges, and civic organizations are in attendance to help. Snead State also partners with Marshall County to help all seniors complete FASFA as part of their senior year. Senior English teachers require all students to apply to one college or technical school to ensure an opportunity for college enrollment is not missed. Counselors meet with juniors and seniors to ensure scholarship opportunities are not missed. The Marshall Technical School works diligently to have many students credential in their programs. The Technical School seeks out scholarship opportunities for their students in addition to the high school counselor.

**16. Sec. 1112(b)(11)**

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

**Narrative:**

The LEA has trained staff who check daily the discipline reports daily. Principals work with teachers on management techniques and are visible in their schools. SARS reports are run on a weekly basis. To ensure that high rates of discipline are not occurring in subgroups, discipline reports are monitored by the principal and LEA. The use of ISS, Alternative School and the hearing committee also are utilized to reduce the overuse of discipline practices.

The school system is part of the MTSS Cohort 1 and will be implementing this to assist with our students. The school system also utilizes the Positive Support Team (PST) and the Response to Intervention (Rtl) to identify the students in need academically as well as those who may need additional support through early intervention for learning deficits or behavior issues. The PST team will work with students/parents/teachers to establish a behavior management plan if needed. Data is monitored to ensure students are not over identified.

Additionally, Marshall County has an online school program 9-12. This school program is led by certified teachers with additional support through bilingual personnel, and paraprofessionals. Online school program is utilized by children who may have health concerns, parent concerns about Covid-19, students who are pregnant, young moms, working students, students who would prefer a non-traditional schedule, etc. Grades are closely monitored, and credits are earned.

**17. Sec. 1112(b)(12)(A)**

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

**Narrative:**

Marshall County employs several Job coaches who work with employers and high school students in grades 10-12. Students build on classroom-based instruction to develop employment skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid work experiences, juniors and seniors can begin to build resumes for college and future jobs. The Marshall Technical School offers 14 programs students can attain credentials in such as welding, auto body, auto mechanics, nursing (LPN), ROTC, robotics, etc.

The Technical School participates in HOSA, district, and state competitions. These competitions have led to scholarships and job opportunities for many of the students. The Technical School houses a College and Career-ready Counselor who works with the staff, job coaches, principals, and Career Tech.

MTS Director and Supervisor work to ensure that students credential in Technical fields, earn credits for graduation, earn scholarships, and have employment opportunities. The Technical School holds career fairs for the students. Each high School and Middle School has a Career Technology Teacher on staff. Every 8th or 9th grader is required to earn a credit in Career Preparation. At the high school level, the Career Technology teacher offers classes which allow students to earn credentials in Microsoft Office, Excel, and PowerPoint. Every Senior is required to take WorkKeys. The high schools offer online training for WorkKeys. A district-wide STEM initiative is in grades K-8. Teachers and principals have attended training and are implementing within the classroom this year. Through a grant from Auburn University and Score, several schools have received robotics grants and training to be implemented within the elementary classroom. AMSTI is also being supported by our district in several of our schools as a way to support in-demand occupations.

The SREB program is implemented at Asbury High School. This initiative will be supported with ongoing PD and job-embedded PD. The SREB will offer students experiential learning opportunities

The LEA collaborates with the Alabama Department of Rehabilitation Services (ADRS) to provide a full-time Job Coach for students with disabilities. The Job Coach organizes job shadowing experiences to promote career exposure and develop work skills. An annual Transition Fair with vendors and community stakeholders allows students to participate in mock interviews.

In collaboration with ADRS and ARC, the district has in place the Project SEARCH High School Transition Program. This is a unique, business-led, one-year school-to-work program that takes place entirely at the workplace. Students experience total workplace immersion that facilitates a seamless combination of employment-based classroom instruction, career exploration, and hands-on training through three targeted worksite internships. The internships are unpaid but provide relevant work skills that will transfer to employment opportunities.

**18. Sec. 1112(b)(12)(B)**

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

**Narrative:**

Several of the Middle School and High Schools have "Career Day" at their schools. A variety of professionals from blue collar to white collar are asked to speak to the students. These professionals range from military, factory workers, management professionals, arsenal employees, nurses, doctors, etc.

Students enrolled in the career technology programs are taken on field trips to expose students to industry professionals, example would be a field trip to the Mercedes Plant. The Career technology program arranges for students to be able to job shadow as part of the class experience. Several of the high schools allow field trips to excuse students who would like to job shadow who may not be in the Career Technology Program. Snead State Junior College has several programs which allow students to earn academic credit as well as credentials while in high school. This includes childcare and programs within the nursing program. SSCC recently built a new facility beside the campus of MTS to better serve the students of Marshall County Schools. The system has several career coaches who work with students who are within the co-op program to ensure that employment is sustained.

In collaboration with ADRS and ARC, the district has in place the Project SEARCH High School Transition Program. This is a unique, business led, one year school-to-work program that takes place entirely at the workplace. Students experience total workplace immersion that facilitates a seamless combination of employment-based classroom instruction, career exploration, and hands-on training through three targeted work site internships. The internships are unpaid but provide relevant work skills that will transfer to employment opportunities. Job Corps and workforce development are also used within our schools.

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

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

**Narrative:**

Intellectually gifted children and youth are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with disabilities may be gifted.

The Marshall County School System shall prohibit discrimination against any student on the above basis with respect to his/her participation in the gifted program.

Coordination between the Federal Programs Supervisor and Special Education Supervisor is important to proper identification of gifted and talented students. All second graders will be screened for gifted and talented. The Special Education Supervisor will work with the Federal Programs Supervisor and ESL staff to ensure that ESL students will have bilingual personnel during the screening assessment for the limited English proficient students. The Special Education Supervisor maintains a tracking document to ensure that there is no under-identification of populations of students for gifted and talented. The system will serve the gifted and talented students in grades 3-8 through teachers holding the proper credentials for gifted and talented. At the high school level, gifted and talented students will be encouraged to enroll in rigorous coursework including Pre-AP, AP, dual enrollment and online courses through ACCESS.

Bilingual staff are utilized when identifying students of second languages to ensure that discrimination does not occur because of language development.

Marshall County School has partnered with Cognia to develop required training opportunities for all staff. Three of these trainings are devoted to Giftedness: (1) Understanding Gifted Students and the Gifted Referral Process, (2) Gifted Behavior Traits: A TABs Tutorial, and (3) Acceleration Procedures (Gifted). All employees are required to complete these trainings and help with the gifted identification process; everyone is a "talent scout" in Marshall County Schools.

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

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

### **Narrative:**

The LEA uses funds to help support district wide initiatives including SREB, EL, digital literacy. Accelerated reader and MYon have been purchased district wide to support digital literacy skills and allow students access to literature through the use of Chromebooks, iPads, etc. Some schools used allocation to purchase additional online literacy supports. Each student is assigned a password to MyOn. This allows students the opportunity to read quality literature online at home and further build comprehension skills. Students are also given a password to support ACT Test prep. Students may work in class or at home through technology to improve their ACT score and further academic achievement and scholarship opportunities. The school library programs have Chromebooks and carts, computer stations, iPads, Interactive Boards, and many other tools to support digital literacy skills. Ellevation Strategies has been purchased to support the literacy development of ESL students through research - based strategies.

The Marshall County School System recognizes effective PD is imperative to developing an effective library program. The system will send two highly effective librarians to the National Conference to bring back information and turn around training for all Marshall County librarians.

Marshall County Schools recognize the need for the library media center to be the center of learning and reading at their schools. Each library media center will offer special services and activities to meet the needs of the school, students, parents, and community. The library media specialist works with the administration to ensure that school needs are being met.

Suggested activities and or services:

- \*Provide literary material for pleasure reading and curriculum support;
- \*Provide access to the media center at all times during the school day
- \*Host book fairs to promote reading;
- \*Assist teachers with media center related activities;
- \*Assist students from classes utilizing library facility;
- \*Maintain technology located in the media center; and
- \*Assist with teacher technology needs throughout the school.

**21. Sec. 1112(b)(7)**

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

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

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

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

**Narrative:**

The Marshall County School System will take the following actions to involve parents in the process of school review and improvement:

\*Make available to parents and local community the LEA Consolidated Plan which includes the Parental Involvement Plan.

\*The LEA Consolidated Plan is made available to parents in the following venues:

- 1) System Wide
- 2) Local Schools
- 3) Central Office
- 4) Online - District Website

\*Notify parents at an annual meeting, on the, and in this system-wide document that they can make comments if they disagree with any aspect or component of the LEA Consolidated Plan, which includes School Parental Involvement Plans and the LEA Parental Involvement Plan. Parents are notified at the annual Title I meeting that the Needs/Evaluation Survey is an excellent opportunity to make comments and suggestions for program improvement. A comment section is provided for narrative response.

\*Address parent needs with the assistance of principals, counselors, and teachers.

**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.

**Narrative:**

To be successful, a school system must take advantage of all their resources, experiences, knowledge, and skills. These community resources include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in engaging parents and family members in education. These community resources have a vested interested interest in education and the functions of the school system. School systems have the opportunity to profit from community leaders being involved

with students. The school system should utilize not only the business perspective of the community, but other resources, such as senior citizen groups, public health institutions, fine art clubs, community groups/clubs, and fitness/wellness centers.

Marshall County School System will:

- \*Partner between local businesses and groups/clubs to assist families and students;
- \*Distribute literature and information about community events;
- \*Promote student parent participation in community events;
- \*Invite community members to volunteer in the schools. (Ex. Progress Rail partners with Asbury Elementary and Douglas Elementary with Project Literacy by providing mentors to read to students & RSVP reads with younger students at primary);
- \*Collaborate with various organizations and agencies to ensure all parents are able to be involved with their children's education;
- \*Utilize Lady Liberty to celebrate diversity, community, and patriotism;
- \*Encourage employers to support parent involvement;
- \*Inspire students and parents to "give back" to the community through service learning projects (ex. Master Gardeners work with Brindlee Elementary Students to create gardens).

Parent involvement provides an important opportunity for our schools to enrich and enhance the already existing programs and include parents in the educational process.

Examples of community/parent/student/school partnerships include:

- \*Project Literacy (Progress Rail and AES & DES)
- \*Master Gardeners (Brindlee Elem)
- \*Daughters of American Revolution (Kate Duncan Smith Campus PreK-12)
- \*RSVP (Elementary)
- \*Various Military Recruiters (provide lunch/meals for parent involvement activities with MCBOE staff)
- \*Senior Centers
- \*Rotary and Civitan Clubs (provide scholarships/internship opportunities)
- \*CDL Employees/Parents - drive for free for our students the various field trips
- \*YMCA - Huntsville - coordination with YMCA for various services including tutoring and meals
- \*Health Agencies - provide medical information for our parents/staff/students (bilingual staff available)
- \*Sarrell Dental & Vision - free screenings and results. This information is used to involve parents in discussions of children's health.
- \*Many more partnerships with community members to increase parental involvement and community involvement with our students.

**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.

**Narrative:**

The school district will put into operation programs, activities, strategies, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, strategies, and

procedures will be planned and operated with meaningful consultation with parents of participating children. Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

The school district will involve the parents of children served in Title I, Part A Schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent and will ensure that not less than 90% of the one percent reserved goes directly to the school.

The district will hold an annual Title I Parent Advisory Committee in September to overview with the parents how Federal and state money is being spent to support school programs and initiatives. Parents will be given the opportunity to provide feedback at this meeting. The Marshall County System Parental Involvement Plan will be distributed to parents and feedback will be requested. Additionally, a Title I survey will be provided to parents in English and Spanish requesting feedback.

Each school will hold an annual Title I Parent Night. Translators will be utilized. Each school will explain to parents what it means to be a Title I school and how the Title I money is utilized within their school to benefit their child. Parents will be asked to complete a survey and will be offered an opportunity to provide parental feedback. Parents will be encouraged to participate within the school.

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

- D. Describe how the local education agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, that includes identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

**Narrative:**

In carrying out the Title I, Part A parent involvement requirements, to the extent, the school district and its schools will provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, parents with limited literacy, parents of ethnic minority background, and parents of migratory children, including providing information and schools reports required under ESSA in an understandable and uniform format and, including alternative formats upon requests, and to the extent practical, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

With limited English speaking parents, translators will be utilized to translate the documents or to translate in the parents' native language at the Title I meeting. The parent plan and survey will be provided to parents through the Marshall County website or at the Title I meeting. The survey will be available in the parents' native language online or with a paper copy.

The LEA will administer a Parent Needs/Evaluation Survey in the fall and spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans. Information compiled is used along with other data in the comprehensive needs assessment to determine the overall effectiveness of system programs and the parental involvement plan. A comment section is provided for narrative response.

A Needs Assessment will be conducted. At a minimum, the Federal Programs Supervisor, EL Staff Representative, Migrant Liaison, Professional Development Supervisor, and Principal will conduct a Needs Assessment/Evaluation of the LEA Parental Involvement Plan.

\*All data will be compiled into a system report. Barriers to participation will be identified. A plan of action to overcome barriers, if necessary, for the upcoming school year will be developed.

\*Methods used may include revision of the LEA plan, professional development for staff and parents, purchasing new materials and supplies, employing additional staff, and research on specific areas which need to be addressed.

- E. Describe how the local education agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, that includes identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

**Narrative:**

\*Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments.

\*Assist parents in interpreting assessment results prior to and after testing.

\*Provide parents/teachers with information that render conferences that are more meaningful.

\*Encourage parents to schedule periodic parent-teacher conferences.

\*The district has scheduled 4 parent and family engagement days into the school calendar to provide quarterly access to the staff and schools.

- F. Describe how the local education agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, that includes identifying strategies to support successful school and family interactions.

**Narrative:**

Marshall County Schools 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, through:

\*Employing a contract Parent Engagement Specialist who will coordinate parent engagement activities and events with all schools.

\*A System-Wide Advisory Council which includes the Parent Advisory Council who meets twice yearly to discuss the effective use of the parental involvement funds.

\*Parent education opportunities provided in collaboration with federal programs, local schools, 21st

Century Community Learning Centers and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, and flyers.

Marshall County accomplishes this through:

\*The System has early release Friday to allow parents to come in from 2:00-3:00pm. The system has also scheduled 4 parent and family engagement calendar days as opportunities for parent involvement.

\*All Schools hold orientation (some in Spanish) to explain to parents expectations, test scores, and what the upcoming year will hold and how parents can help their child/children succeed.

\*All Schools hold a Title I night and explain what it means to be a Title I school. Parents are given a copy of the Parent Involvement Plan and are asked to provide feedback and suggestions.

\*Schools hold an Open House in the Fall and in the Spring. This is an opportunity for parents to visit classrooms and talk with teachers and staff about the academic achievement of their child/children. It's also a time to ask questions about ways to become involved with the school.

\*High Schools utilize extracurricular activities to facilitate parent interaction and successful school and family interaction. Booster Meetings, Musical Theater, Sporting events, and music events are opportunities to have parents discuss the needs of their child/children. These opportunities are taken to encourage school and family interaction.

\*Marshall County has 12 Department of Early Childhood (DECE) preschools. Parents are required to have 18 hours in parental involvement. Teachers work with parents so that parents are given strategies to support successful school and family interactions. Many of the DECE preschool parents volunteer in the preschool classroom and see firsthand how to connect school to home to support learning.

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

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

#### **Narrative:**

The LEA will administer a Parent Needs/Evaluation Survey in the fall and spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.

Information compiled is used along with other data in the comprehensive needs assessment to determine the overall effectiveness of system programs and the parental involvement plan. A comment section is provided for narrative response.

A Needs Assessment will be conducted. At a minimum, the Federal Programs Supervisor, EL Staff Representative, Migrant Liaison, Professional Development Supervisor, and Principal will conduct a Needs Assessment/Evaluation of the LEA Parental Involvement Plan.

\*All data will be compiled into a system report. Barriers to participation will be identified. A plan of action to overcome barriers, if necessary, for the upcoming school year will be developed.

\*Methods used may include revision of the LEA plan, professional development for staff and parents, purchasing new materials and supplies, employing additional staff, and research on specific areas which need to be addressed.

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

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

**Narrative:**

The Marshall County School System will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan in improving the quality of its Title I 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 school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement plan.

\*Administer a parent Needs/Evaluation Survey in the fall and spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.

\*Conduct a Needs Assessment

\*Invite all parent to an annual meeting during the fall semester to explain the school-wide Title I Plan

\*Hold an orientation specifically designed for the unique needs of ESL families; provide translation as needed.

\*Parents at the Title I meeting will be encouraged to become part of the district-wide process of planning, reviewing, and improving the district parental involvement plan.

\*Copies of the plan will be made available at the Parent Advisory Meeting and comments will be encouraged during the meeting and afterwards. Parents will be encouraged to contact the Federal Programs Supervisor with any suggestions or comments.

**Sec. 1116(e)**

- *In order to build capacity for parent and family engagement, the local education agency will ensure effective involvement of parents and will support a partnership among the school involved, the parents, and the community to improve student academic achievement, the local education agency shall:*
  - I. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

**Narrative:**

The most critical component regarding student achievement remains the connection between the parent and the teacher. Clear and concise expectations must always exist. It is a proven fact that not all learning can take place in the school and that children will need additional help from their parents. Most parents

are willing to assist their children in learning, but many are not sure what assistance is most helpful and appropriate.

Methods used to connect parents with their children's learning so that parents will support the value of education, and the achievements of their children include methods such as:

- \*Utilize a contract parent engagement specialist to help plan and coordinate activities and events for parents based on the Title I Survey and school's needs assessments.

- \*Provide professional development sessions for teachers and staff about techniques to engage parents in learning.

- \*Offer training opportunities or "parenting nights" for parents to acquire learning strategies to assist their children at home. At the elementary level, parenting nights offer opportunities for parents to see and participate in a "day" in the life of their child.

- \*At the middle and high school, parents are offered opportunities to visit schools and speak with classroom teachers. Additionally, At the middle and high school level, opportunities are taken at extracurricular events to offer opportunities to speak with parents about the child's progress.

- \*The Marshall County School System issues a password in PowerSchool to all parents so that parents can monitor a child's progress in coursework and test, now available in an application through their phones.

- \*Progress reports are sent home mid-nine weeks. Parent conferences (with a translator if necessary) will be held with parents who are considered at risk of failing. These students will be monitored, parents will be conferenced with, and strategies for parents to use for working with their children.

- \*All Marshall County Schools provide parents with timely information about programs under Title I during the Annual Title I Parent Meeting. Principals, Assistant Principals, teachers, ESL teachers, and literacy coaches explain the curriculum in use at the school and how it is aligned to the Alabama State Course of Study for each grade. Parents are given information about the state's adopted assessment plan including the PreACT, ACT, ACT Work Keys, ACCESS 2.0, and ACAP. Assessment tools such as DIBELS, STAR Math, STAR Reading, and IEXCEL, etc. will also be discussed. It is communicated during this meeting that parents are given the opportunity to request regular meetings to formulate suggestions and participate as appropriate, in decisions relating to the education of their children.

- \*Regular Parent/Teacher Conferences are held at each school and preschool.

- \*Administrators and teachers are always available to assist with parents' needs and concerns.

- \*School climates are welcoming and non-threatening to all parents.

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

**Narrative:**

The Marshall County School System will accomplish this by:

- \*Coordinating necessary literacy training to help parents to work with their children in order to improve academic achievement;

- \*Providing parent resource centers to make parenting videos, books, magazines, and literature available to parents;

- \*Educating parents about community - based agencies and organizations where additional assistance may

be obtained;

\*Supplying materials and training to help parents interact with their children at home;

\*Providing parents various opportunities to learn about child development and child rearing through the provision of in-service programs and the distribution of various materials. These programs will assist parents in understanding the physical, intellectual, and emotional needs of their child, beginning at birth;

\*Various agencies and resources in the community will be utilized to assist the child's success in school;

\*Promote family literacy and parenting skills through parent resources provided at individual schools;

\*Promote family literacy through the coordination of community businesses and schools (Project Literacy with Progress Rail);

\*Promote family training classes to help parents become full partners in the education of their child;

\*The ESL/Migrant/Homeless Liaison, Twenty First Century Team Leaders, Professional Development Supervisor, and Federal Programs Supervisor, work collaboratively to coordinate all parent involvement activities;

\*Twenty-first Century Team Leaders provide parent training on technology and the harms of copyright piracy to foster parental involvement;

\*Local schools have a parent involvement committee responsible for planning additional activities at their schools;

\*Coordinating necessary literacy training and using technology from other sources to help parents work with their children to improve their children's achievement;

\*Training to help parents work with their children to improve their children's achievement.

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

**Narrative:**

Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners. The value and utility of contributions of parents and how to implement and coordinate parent programs and build ties between parent and schools will be developed and:

\*Will provide teachers with professional learning activities on how to conduct a parent-teacher conference;

\*Will conduct professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members;

\*Will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families;

\*Will utilize newsletters, websites, and forms of social media to communicate with families;

\*Bilingual personnel will be hired to help facilitate parental involvement. (Preschool, Secretarial, Learning Resource Center, Classroom Teachers, Special Education Staff, and Translators).

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

**Narrative:**

The Marshall County School System:

\*Will utilize a contract parent engagement specialist to coordinate and develop activities and events for parents to participate at various times throughout the day and year.

\*Will provide parents various opportunities to learn about child development and child rearing through the provisions of in-service programs and the distribution of various materials. These programs will assist parents in understanding the physical, intellectual, and emotional needs of their child, beginning at birth. These programs will also explain strategies, which parents can utilize to assist the healthy, physical, intellectual, and emotional development of their child. Various agencies and resources in the community will be utilized to assist the child's success in school.

\*Promote family literacy through parent resources and "reading nights" hosted at individual schools.

\*Title I Night will be provided at each school. Translators will be used to share important information about each school and system, including test scores, expectations, and special announcements pertinent to the school. Parents will be given an opportunity to provide feedback through a Parent Survey and Open Forum.

\*Marshall County Home Visitation Preschool (Birth-5 years), Collaborative Preschools, and Office of School Readiness Preschools, provide a minimum of 18 hours of family enrichment workshops through parenting classes, special presentations, and parent-teacher sessions. These workshops/programs will be offered monthly with special presentations planned as to the needs identified in the group.

\*Provides through our Migrant Program, home-based activities which include parental involvement strategies planned according to the needs of each family.

\*Works collaboratively with the EL Staff, Twenty-first Century Staff, After School Staff, Special Education Supervisor, Professional Development Supervisor, and Federal Programs Supervisor to coordinate all parent involvement activities.

\*Utilize our Homeless Liaisons to make home visits and conduct parent meetings with families who need support. The Liaisons coordinate with other community service agencies and shares this information with parents so that they can help themselves and their children.

\*Utilizes translators with our Spanish Speaking Population to actively engage parents in the learning process for their child/children.

\*All local schools have a parent involvement committee responsible for planning additional activities.

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

**Narrative:**

One of the most important tools in any partnership is communication. It is the foundation of a solid partnership. When parents and educators communicate effectively, positive relationships develop, problems are solved, and the students make greater progress. Effective home-school communication is the two-way sharing of information vital to student success. Therefore, Marshall County School System will promote regular, two-way, meaningful communication between home and school in the parent's primary language (if possible).

Every effort will be made to communicate with parents in their primary language.

We recognize the unique challenges of our EL families and hold an orientation specifically designed for their needs at each campus with translators. Because we recognize the need for Spanish speaking translators with a population of over 1600 parents who speak Spanish as a first language, the Marshall County School System has employed 10 Spanish Speaking Personnel to directly work with parents/students. We have employed 5 additional bilingual personnel within our special-needs preschool DECE preschool, Special Education Department, and Primary Schools to assist with our bilingual personnel within our special needs preschool, DECE preschool, Special Education Department, and Primary Schools to assist with our parents/students.

The Marshall County School System recognizes the need for bilingual personnel and highly recruits qualified bilingual personnel.

Marshall County School System utilizes the following pieces to communicate with parents. (Translators will either translate the documents or be available at the event).

- \*Language Line
- \*MasterWord (ALSDE provides)
- \*One-Call System
- \*Talking Points App
- \*Marshall County Website
- \*E-Mail
- \*REMIND
- \*Smore – digital, translatable flyers
- \*Flyers/Brochures
- \*Parent/Student Handbook
- \*Newsletters
- \*Announcement in the local newspaper
- \*Bilingual Radio Station
- \*Annual Title I Parent Night at each campus
- \*District Advisory Council
- \*System Level Parent Advisory Council Meetings

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

**Narrative:**

Methods used may include revision of the LEA plan, professional development for staff and parents, purchasing new materials and supplies, employing additional staff, and research on specific areas which need to be addressed.

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

**Narrative:**

\*Educate teachers, pupil services personnel, principals 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 home and school.

\*Coordinate and integrate parent involvement programs, activities and strategies with DECE Preschools through the Department of Early Childhood Education, Special Needs Preschool, 21st Century Learning Communities, Head Start, Migrant, Homeless, English as a Second Language, Career Technical Education, Parents as Teachers Program, and other programs, to the extent feasible and appropriate.

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

**Narrative:**

\*Many schools offer classes to parents/guardians, which ties to reading, math, science, curriculum, assessment, graduation requirements, parent leadership training, and ways of helping their students be successful in school. Building relations between families and schools is key to getting more families to attend information meetings that will benefit the whole school community.

\*Marshall County School System partners with a local business, Progress Rail, to train parents and employees in literacy activities to utilize in schools as a mentoring/volunteering activity with our youth.

\*If parents have identified literacy training as a concern for the academic success of their children, Marshall County Schools will utilize trained EL staff and literacy coaches to help provide literacy training and materials needed to conduct training.

- Q. Describe how the local education agency 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.

**Narrative:**

\*The Marshall County School System is aware that poverty does create a hardship for attending parental involvement activities. The Marshall County School System may use funds to help pay for childcare so that parents can attend the meeting. This can be accomplished through the after-school program youth employees and staff. A partnership with several of our high school civic organizations may be established so that free childcare can be provided by students who are earning volunteer hours for their civic organization such as Jr. Civitan, Rotary, Interact, National Honor Society, or Mu Alpha Theta. After school staff employed by the Marshall County School System will oversee the childcare activities while parents attend meetings.

\*Evidenced-based materials necessary for the parental involvement activities will be purchased for parental involvement activities.

\*Parental Involvement Activities will be offered on a flexible schedule to accommodate parents on different work schedules. Ex. Orientation at several schools was offered in a multitude of ways: over several days, over an extended period of time 12:00-8:00, virtually, and over two different time periods such as morning session and night session. The Marshall County School System will continue to explore different strategies to increase parental involvement at schools.

\*Marshall County built in 4 calendar days for parent and family engagement activities so that parents could have a flexible and quarterly opportunity to come in and discuss their child/children. This will also provide the schools the opportunity to provide helpful information about upcoming events in the school.

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

**Narrative:**

\*Marshall County Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating the education of their children.

\*Parents will be encouraged to be trained as parent volunteer in the schools so that other parents will participate.

\*Parenting activities and literacy training will be available for parents to encourage school involvement and modeling for other parents.

- S. Describe how the local education agency may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

**Narrative:**

The LEA values the involvement of teachers, educators, and parents. The Marshall County School System will work towards maximizing parental involvement and participation through the following methods:

\*School Meetings will be arranged at various times (Several Back to School Orientations are held all day to allow parent flexibility in work schedule. Several Schools offer orientation over several days. Make up orientation and meetings are also held);

\*Meetings may be scheduled in the morning/some in the afternoon to allow opportunities for more parents to participate.

\*Parents may schedule conferences at different times in the day to accommodate work schedule.

\*Conferences may be held at the home through a home visit with parent permission.

\*Phone and video conferences may be held so that parents may participate.

\*Live streaming of several events including public meetings, athletic events, and musical programs are offered at several schools so that parents can watch from work or home if necessary.

\*Translators are utilized with parents who have a first language other than English.

\*Translators work with faculty and parents to schedule home visits and conferences in the home if necessary.

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

**Narrative:**

The LEA employs a Parent and Family Engagement Specialist who works with the schools to coordinate activities for parental involvement. The LEA will seek to provide additional training and professional development for principals, staff, counselors and other key people in implementing parental involvement. The Professional Development Supervisor implemented a Peer Helper for identified staff & students before school started to encourage mentorship and guidance for students. The Supervisor met with Principals of Schools to discuss strategies to involve second language learners and parents in Spanish speaking data nights by utilizing bilingual personnel.

The LEA will conduct a parent Title I survey and will offer an opportunity at Title I nights and PAC meetings to discuss and offer ways to improve parental involvement. The survey results will be used to help the LEA improve parental involvement. This may include finding ways to offer childcare, offering parent meetings at various times or online, etc.

Each school is responsible for establishing a student-parent-teacher-compact. This compact contains input from the parents.

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

**Narrative:**

The LEA will establish a district-wide Parent Advisory Council to provide advice on all matters related to parental involvement. The parents will be invited to participate at the Local Schools. Principals will identify parents who are willing to work with the LEA so that parental involvement may be improved.

The district-wide Parent Advisory Council will utilize survey results and suggestions from the parents in making determinations in parental involvement activities. The LEA realizes that a successful school system does utilize their resources which include the parents. Parents on the district-wide committee will help with the process of planning, reviewing, and improving the Title I programs including planning, reviewing, and improving the district parental involvement plan. Copies of the plan will be made available at the Parent Advisory Meeting and comments will be encouraged during the meeting and afterwards. Parents will be encouraged to contact the Federal Programs Supervisor with any suggestions or comments.

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

**Narrative:**

Marshall County will develop appropriate roles for community-based organizations and businesses in parent involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents. For example, Progress Rail works with 3 schools to provide literacy training for parents and turns around in schools with students. United Way works with schools to provide necessary and needed supplies for students. Christmas Coalition works with counselors and ESL staff to identify families who may need help with Christmas for students. Rotary is partnering with schools to provide 8th grade community reading. Libby Liberty organization provides character education to grades 2 & 5. The YMCA provides resources. Salvation Army works to help provide necessary food & resources for families. The Room at An Inn helps provide shelter for our homeless students and families and assists parents in getting back on their feet.

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- W. Describe how the local education agency will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

**Narrative:**

The Marshall County Schools will take the following actions to 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 schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school district will use the findings of the evaluation about its parental involvement plan and activities to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, with the involvement of parents, its parental involvement plan. The system will:

\*Administer a Parent Needs/Evaluation Survey in the fall and spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.

\*Information will be compiled and used with other data in the comprehensive needs assessment to determine the overall effectiveness of the systems programs and parental involvement plan.

\*A comment section is provided for narrative response.

\*A Needs Assessment will be conducted. At a minimum, the Federal Programs Supervisor, EL staff, Principal, Professional Development Supervisor, and parent will conduct a Needs Assessment/Evaluation of the LEA Parental Involvement Plan.

\*All data will be compiled into a system report. Barriers to participation will be identified. A plan of action to overcome barriers, if necessary for the upcoming school year will be developed.

\*Methods may include revision of the LEA plan, professional development for staff and parents, purchasing new materials and supplies, employing additional staff, and research on specific areas that need to be addressed.

\*As specific areas are identified from the Needs Assessment, evidence-based strategies for more effective parental involvement will be identified. These may include additional parenting skills, how to tutor their child, additional strategies to utilize when working with their child/children in literacy and math. Modeling activities to demonstrate how to read to and with students. Explanations of how to use technology to help their child/children to complete assignments for school. Developing a resource center for parents to utilize when seeking information for parental involvement.


A district-wide Parent Advisory Council meeting was held to discuss the Consolidated Plan and overview what a Title I program includes. District Allocations were discussed. A power point was used to demonstrate how the Title I allocations were used by the district down to the school level. Various personnel discussed programs included within Title I. A handout was provided at the PAC to reflect the mandated requirements of the Consolidated Plan. The Marshall County Board of Education provided hard copies to parents and committee members to discuss and review. The LEA Parent and Family Engagement Policy was agreed on as evidenced by the sign in sheet from the PAC meeting. Opportunities for input are given. Parents had no changes.

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:

**Narrative:**

A district-wide Parent Advisory Council meeting was held in person to discuss the Consolidated Plan and overview what a Title I program includes. District Allocations were discussed. A power-point was used to demonstrate how the Title I allocations were used by the district down to the school level. Various personnel discussed programs included within Title I. A handout was provided at the PAC to reflect the mandated requirements of the Consolidated Plan. The Marshall County Board of Education provided hard copies to parents and committee members to discuss and review. The LEA Parent and Family Engagement Policy was agreed on as evidenced by the sign in sheet from the PAC meeting. Opportunities for input are given.

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

09/19/2024  Clear

PLAN APPROVED BY (Person or Entity)

Marshall County Board of Education

DATE OF APPROVAL

10/10/2024  Clear

### Parents Right-to-Know Required Information

#### (1) INFORMATION FOR PARENTS

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

(i) Whether the student's teacher-

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

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

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

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

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

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

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

## Assurances

### LEA Consolidated Plan Assurances

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

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))

(4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program

(5) collaborate with the State or local child welfare agency to

(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency

(B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall

(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))

(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if-

(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

(II) the local educational agency agrees to pay for the cost of such transportation; or

(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))