ENTERPRISE CITY SCHOOLS

CONSOLIDATED PLAN



Under the authorization of ESSA

Every Student Succeeds Act

2024-2025

Revised 09/24/2024

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

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

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

LEA Consolidated Plan

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.

The Enterprise City School System's Consolidated Plan responds to the ESSA reauthorization – Every Student Succeeds Act. The past few years have resulted in an impetus for change in education within America's public schools

The overarching goal is for every child to meet state academic achievement standard. Through the consolidation of our federal programs, the Enterprise City School system will increase its capability to effectively serve its students, their families, and our community. This plan is intended to guide the process of increasing student achievement, improving instruction, and providing high quality professional development. This plan will also provide greater opportunities for coordination and service delivery under the current law.
The Enterprise City School System aligns itself with the vision of the State Department of Education-Every Child a Graduate- Every Graduate Prepared for College/Work/Adulthood in the 21st Century. This vision is our vision while also maintaining a sense of urgency, creativity, that is, thinking outside the box, through innovation.

Collaborative planning and broad-based involvement will facilitate the attainment of the stated missions. The Enterprise City School System will utilize all available resources to achieve both the local and the state purposes. Particularly, the federal funds listed above will be combined into a consolidated plan designed to accomplish a common goal of fostering high academic achievement.

Title I funds will be used to promote increased student achievement. Funds will be used to provide reading instruction to students to assist them in attaining high academic standards. By providing the Title I instructional staff with professional development, instruction will be upgraded. In addition, Title I funds will be used to provide opportunities for parents to participate in the education of their children. Also, a portion of Title I funds will be set aside to be used to assist teachers and paraprofessionals in Title I schools to become highly qualified according to the law.

Title II funds, along with other state professional development funds, will be used to provide appropriate professional development that is ongoing, sustained, intensive, and classroom-focused to assist teachers, paraprofessionals, and principals in gaining knowledge and skills that will enable them to promote student achievement. Because all teachers and principals will be offered the opportunity to participate in Title II funded activities, achievement of all students will be impacted. A portion of Title II funds will be used to assist teachers and

paraprofessionals become highly qualified according to the law. Title II funds will also be used to employ class size reduction teachers. Title III funds will be used to implement the ESL program.

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to employ class size reduction teachers. Title III funds will be used to implement the ESL program.

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.

The Enterprise City School System implements the curricular and instructions according to the standards as required by the Alabama State Department of Education. Local curriculum and pacing guides are also used by teachers to ensure that the standards are taught in a timely manner and across grade levels and content areas. These guides are developed through a joint effort of district leaders, teachers, and curriculum supervisors to ensure that all of the schools in the district are providing instructions through the curriculum and at a consistent pace. The pacing guides are revised and updated each year under the guidance of district and central office staff, teacher leaders, curriculum coordinators, Reading /Math Coaches, and specialists. Data is continuously reviewed by district and school faculty and staff. Test data is utilized throughout the year to determine the effectiveness of the pacing guides and instruction.

Grades K-12 teachers will monitor student progress by utilizing data from the mandated state assessments which will help determine the success of students in meeting the state's student academic performance standards. These assessments will also be used to provide information to parents and students; assist in diagnosing, prescribing, teaching, and utilizing appropriate learning strategies; evaluate program effectiveness; determine and provide professional development; and revise program components if necessary. The Enterprise City School System participates in the following state assessments to ensure high quality instruction and determine student success in meeting the state student performance standards:

- *ACAP Summative*
  Grade 2-8 Reading and Mathematics AND Scantron Science (Grades 6 and 8)

- *ACT Plus Writing – Grade 11*

  ACT Plus Writing scores may be used for post-secondary admission. All of the ACT assessments are indicators of growth or lack of growth in the area of college and career preparedness.

- *ACT WorkKeys – Grade 12*

  Measures of foundational work skills required for success across industries and occupations.

- *ACCESS 2.0 for ELLs – Grades K-12*

  Administered to any student identified as limited English proficient. The WAPT assessment is used to measure language acquisition proficiency. An *Alternative ACCESS for ELs* can be administered to EL students with severe cognitive disabilities and who also participate in AAA for special needs.

- *Alabama Alternate Assessment (AAA) – Grades 3-8 and 11th*

  AAA is administered to determine the proficiency level of students with severe cognitive disabilities. Reading and math will be administered in grades 3-8 and 11. Science will be administered in grades 5, 7, and 11.

Classroom Based Instructional Assessments include:

- SIPPS – Extended Learning
- Accelerated Reading Program
- SPIRE
- EnVision - Math
- iStation - Math/Reading
- Deep Screeners - Reading
- ISIP

- STAR
- iReady Diagnostic
- Read & Math 180
- Progress Monitoring Tools o STAR K-2; 7-10

SCANTRON Resources for Core Reading and Math Programs

Test results indicate the level of success of the students served in meeting the state student academic achievement standards. Therefore, the yearly release of test scores is to provide information to teachers, parents, students and the community on progress being made toward meeting the state student achievement standards. Test results for all schools located in the school system are released by the central office to the public, including at board meetings, news releases, parent advisory meetings and school meetings. Individual student scores are discussed with students so that they are aware of their results on the standardized testing. Test data and needs assessment will include each school's results and the school system's overall results. In a comparative format, state and national results will be released along with the school system's results. Particular attention is given to the test results of each grade level/content area, subject area and identified sub-group.

Each teacher is provided copies of the Alabama State Courses of Study and local pacing/curriculum guides. Teachers are responsible for planning and implementing their instruction based upon the contents of these documents and in response to the individual instructional needs of students including those of low achievement. The test results are examined by the system staff members using state reports and local data reports to assist in the diagnosis of strengths and weaknesses so that revisions to the local school programs, including Title I, can be implemented. The objective is that all students meet the state student achievement standards as well as the ECS curriculum. Grade distribution, at risk lists, and formative assessment will be examined by the principal, school staff and central office administrators during each nine week reporting period so that measures will be incorporated to revise the curriculum during the school year to meet the changing needs of the students.

In addition, feedback opportunities will be given to students, parents, and teachers in order to identify school characteristics that they consider to be of importance and concern at each local school. The information gained will be considered and areas of concern will be addresses with students, parents, teachers, and administration. The ACIP Committee will have input concerning local school assessments.

The superintendent of education approves the LEA Plan before implementation. The LEA Plan is developed to provide the framework for serving the needs of the children of the Enterprise City Schools. A system-wide Federal Programs Advisory Committee was formed in the Enterprise City School System for the purpose of reviewing and serving as participants in the completion of the Consolidated Application. The committee also reviewed and revised policies and plans such as the LEA Plan that includes requirements as set forth by the ESSA.

The committee, consisting of parents, teachers from different grade levels, administrators, and community members, met in the boardroom of the superintendent's office two to three times during the school year reviewing pertinent information. To ensure that student needs are identified and all available resources are utilized, input from parents and community members is actively sought.
When English Language Learners parents are involved, an interpreter is available, if needed. The planning process also included a discussion of the requirements of the LEA and Title I plan. The committee members were charged with the responsibility of making decisions regarding the LEA plan. In addition to discussing the needs of economically disadvantaged students, the planning process also includes identifying and addressing the needs of students who are English Language Learners, migratory, homeless, and neglected and delinquent. The goal is to implement a plan that would assist students in meeting the academic achievement goals on state content standards using scientifically based research. The goals of the program are communicated to principals and other stakeholders.

After reviewing the requirements, allocations, uses of funds, set asides, administrative costs, available data, and the overall Title I consolidated application for the ensuing year, the team

formulated a plan to address the needs of the school system. The team approved of the application, plan, and budget to accomplish the goals and objectives as established. Implementation of the plan is reviewed, evaluated, and monitored throughout the school year by the LEA administration and committees. Copies of the LEA plan are housed at the superintendent's office and in the office of each school receiving Title I funds. Notification is made at open house, the district and each school's website, PTO/PTA, and parent meetings of the availability of the LEA Plan.

All five Title I schools share a commitment of service to all students regardless of economic, cultural, and/or language backgrounds. The school system is committed to the strengthening of academic skills for all students and a successful acquisition of skills needed for school and life success. Special student populations, which include students who have been identified as English Learners, will be successfully serviced in all four schools with every effort made to eliminate barriers to their school enrollment and performance. The same commitment is made to homeless, migrant, and/or neglected or delinquent students as they are identified.

The Alabama State Board Of Education will determine whether all children who are served through federal programs as included in this plan, have reached high goals by using the definitions for academic achievement and accountability as established in Alabama Law 95-313 and 95-314. The State Board of Education adopted assessments to be used to measure student progress toward the attainment of these goals. Therefore, established state assessments will be used to measure student achievement in the Enterprise City School System. These test results will be studied, carefully analyzed, and utilized in the planning and implementation of instruction.

The Federal Programs Director will routinely meet with our school system's Assistant Superintendent, Elementary Curriculum Director, Secondary Curriculum Director, Special Education Director and our System Test Coordinator to ensure that within our school system, there exists a unified understanding of the state's performance standards. Local objectives and plans will be developed jointly to ensure that the cooperation and coordination of efforts within

our school system support and complement each other. We will also meet to ensure that our professional development efforts are not duplicated and/or in conflict with each other.

Various meetings in the school system will be conducted, and these meeting will support the unification of efforts between and among our school system's regular, special, and federal instructional efforts. These meetings will allow and encourage a sharing and an exchange of information about the academic strengths and weaknesses of our students, as determined through the administration of assessments. Standards will be clearly defined, and those issues which impede the success of students will be identified. A plan will be developed to eliminate these impediments, and this plan will specifically recommend instructional and diagnostic strategies which should appropriately respond to these concerns, when utilized in the classroom.

Every effort will be made to allow each school and each teacher to understand that the achievement of every student in their school and classroom must be mutually shared. The achievement of Title I students can no longer be the sole responsibility of the Title I program nor can the achievement level of an identified Special Education student become the sole responsibility of the Special Education teacher. All of the students enrolled in each of our schools must become the shared responsibility of each of us. Therefore, each school will be encouraged to meet and review its school's assessments to ensure that the specific needs of their students are receiving adequate and appropriate responses. Teachers will be asked to share their professional development focus for activities and programs. Many of these activities and programs will respond to the results of state assessments.

Parents will be invited to become participants in this process at the school level. Each school will be required to present the state's standards to their parents and to report the results of its state assessments. A plan for improvement must be developed, and parents must be given opportunities for participation and involvement. Parents must be allowed participation in the development of this plan for school improvement, and given specific recommendations regarding their roles in assisting the success of their child(ren).

Parents and teachers will be advised of the significance of each student's growth and progress on state assessments. Teachers will also be asked to meet individually with parents during parental conferences to review each student's assessment results in Alabama.

All of the above efforts will be continued and additional efforts will be made to improve cross program coordination to enhance the integration of programs implemented with state and local funds. The Enterprise City School System is committed to the success of every child.

Our school system administers the STAR assessment but no other kindergarten assessments other than DIBELS. However, in addition to DIBELS results, a checklist serves to determine strengths and weaknesses of individual students.

While student achievement is the ultimate goal in all federally funded program initiatives, it is equally important that students are performing well each day. To this end, students' grades will be reviewed, evaluated, and compared with state assessment results as a measure of program effectiveness for students in grades three through five. If the results of these assessments are in conflict, this could indicate that the student is a poor test taker and/or that daily instruction or curriculum materials are not responsive to the format or contents of state assessments. Attention should be given when there is such a conflict.

The following will be implemented:
Assessment of student achievement using pre and post test from programs such as STAR, SPIRE, Read Naturally, Accelerated Reading, Math & Reading 180, and other integrated computer programs.

B. 2. Sec. 1112(b)(1)(C)
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.
Accountability for results**.** In each schoolwide program, accountability for results is shared throughout the school. All students are expected to meet the State's challenging standards, and students who experience difficulty mastering those standards are provided timely, effective,

additional assistance. Teachers will use information about student performance and share ways that instruction can be improved to meet a wide range of student needs. The school keeps parents informed of the achievement of individual students, and of the progress of the school in meeting its goals.

To identify students who may be at risk for academic failure, universal screeners through EnVidion, iStation, Deep Screeners(Math & Reading), STAR and ACAP Summative Assessment are used in grades 2-8. STAR will be used to monitor student progress in grades 1 and 2. Moreover, state assessment data is reviewed before the beginning of each school year to further identify students in need. The reports in PowerSchools also show students who have risk factors such as low attendance, poor grades, and excessive discipline referrals. These reports are used in our RTI and Building Leadership Team meetings to develop plans for at Risk students.

Although each school's ACIP was written to meet SDE requirements, each varies in composition and strategies to meet the individual needs of each school and the students. Enterprise City Schools ACIP plans are completed, reviewed, and monitored throughout the school year by each individual school – Title I and non-Title I. Title I schools include Brookwood Elementary, Hillcrest Elementary, Harrand Creek Elementary, Pinedale Elementary, and Rucker Blvd. Elementary. Non-Title I schools are Holly Hill Elementary, Coppinville Jr. High, Dauphin Jr. High, and Enterprise High School. Other progress monitoring tools include the following:

1. System Report Card
2. Annual Retention Rate
3. RTI Lists
4. Average Daily Attendance
5. SIR Reports
6. System Average Current Expenditures per child in ADA
7. System Free/Reduced meal eligibility
8. Stakeholder Surveys
9. Student Progress Reports
10. Graduation Rates
11. At Risk reports (PowerSchools)

3. Sec. 1112(b)(1)(d)

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.

Enterprise City Schools use information obtained from the state assessments, ACAP, RTI, ACCESS, Tier 3 and additional local assessments (STAR) to assist in diagnosing and teaching.
A plan of action will be formulated for each student failing to meet proficient or advanced levels of academic achievement. Results of all assessments are analyzed annually for comparability.

Students in grades K-12 identified with academic difficulty in reading and math are provided intervention classes. These classes are designed to meet these students' individual needs and are offered as part of the daily curriculum. Struggling readers will be referred to participate in an intervention program to remediate readers that are experiencing failure using the regular reading curriculum, which includes Alabama Reading Initiative.

Identified students who have academic difficulty and/or behavioral issues may also be referred to the Problem Solving Team (PST) or RTI. Parent conferences and notification for identified students will be held to discuss identified strategies to use at home and to provide support at school. Students that are identified as experiencing severe behavioral problems may be referred to the Problem Solving Team (PST) or RTI for the team to consider if the student needs to be referred to other agencies such as the Family Services Center or Department of Human Resources (DHR), etc.

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.

It is our belief that Enterprise City Schools have the desire for and encourage high expectations of both teachers and students. Reform strategies will be expanded to increase expertise to effect

the needed changes that will allow us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. In response to the results of the Comprehensive Needs Assessment, the following goals have been identified and agreed upon by faculty, staff and parent community members of each school-wide project. Specific instructional programs and strategies are located in each school's ACIP. These may include:

- Accelerated Math/Accelerated Reader
- AMSTI
- STAR
- SPIRE
- EnVision
- Benchmark Assessments
- iStation (ISIP)
- iReady Diagnostic
- Read & Math 180
- Other Assessments

The committee at each school will continue to meet with central office administrators to include the Federal Programs Director to plan and implement local, state, and federal budgets and guidelines. Other system coordinators/administrators will also continue to work closely with the schools to ensure cross program coordination and to address system-wide needs of ALL students (migratory, limited English proficient, students with disabilities, homeless, neglected/delinquent, foster care administrators, and economically disadvantaged) to meet state proficient and advanced levels of student academic achievement on state content standards. Although most needs, goals, and activities are planned for both teachers and students at the local schools, others are addressed system-wide.

Enterprise City Schools through our commitments and with the help of the committees, ensure that measures will be taken to provide equitable participation for all students, personnel and programs operating under this consolidated plan. Furthermore, all students will have an opportunity to achieve high academic standards.

5. Sec. 1112(b)(2)

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

Student assessment data will be reviewed to identify any gaps in student achievement among low income and minority students. Identified gaps will be tracked to see if students are taught by ineffective or inexperienced teachers. Teacher data will be reviewed from the district's Educator Effectiveness Plan and principals will be strongly encouraged to place their most effective teachers with their lowest achieving student groups. Professional development opportunities will be provided to strengthen skills and improve knowledge of all teachers.

Enterprise City Schools diligently strives to employ only teachers who are certified in the content area to which they will be assigned. In addition, during the school year, our system reviews and certifies LEAPS report required to be certified three times a year to ensure that all teachers are qualified, teaching in-field, and meet certification requirements by the state of Alabama. If a teacher is not properly certified to teach the assigned subject(s) and grade(s), an individual teacher's plan must be on file for achieving state certification.

6. Sec. 1112(b)(3)

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

The Federal Programs Advisory Committee and the ASSIST Continuous Improvement Planning (ACIP) Committee participate in developing, reviewing, and revising policies and plans such as the LEA Consolidated Plan to include all local, state, and federal regulations. The committees meet as needed for the purpose of reviewing pertinent information about the Comprehensive Support Title I Program and its direct relation to the other instructional programs in the Coffee County School System to help students meet high state achievement and content standards.

The committees are made up of representatives from all constituency groups including central office supervisory staff, administrators, teachers, parents and community. Members are responsible for decision-making (program or financial) regarding the LEA Consolidated Plan and distributing any information needed to their stakeholder groups. Input from parents and community members is actively sought in order to ensure that student needs are identified and that all available community resources are being utilized. Committee representatives are selected by district or school administrators in part based on interest in the success of our students and schools.

When limited English proficient parents are involved, written communication may be translated into the needed native language when feasible using Language Line, TransAct, or a translator from our ESL faculty and staff pool. An important component of the planning process is identifying the needs of a diverse student body and making reasonable accommodations in order to serve the needs of homeless students, students in foster care, minority students, economically disadvantaged, special needs students, limited English proficient students, and neglected and delinquent students to meet state proficient and advanced levels of student academic achievement on state content standards.

The LEA Consolidated Plan is reviewed and monitored throughout the school year. Implementation of the plan is reviewed periodically at committee meetings. These committees will be responsible for reviewing data included in the plan to determine a goal increase in academic achievement and other indicators of success. Goals and progress are communicated to the faculty, parents, students and stakeholders through Annual Parental Involvement Meetings, PTO Meetings, Parent Advisory Meetings, electronic media and newsletters so that there is a shared commitment for a quality education for all students in the Enterprise City School System.

The Consolidated Plan is posted on the Enterprise City School System's website and copies of the plan will be located in the Federal Programs Director's office, principal's office and the media center in each school. Notification will be provided in several ways (school website, system website, school brochures, etc.) that this plan will be available for review. If a parent disagrees with any aspect or component of the ECS Consolidated Plan, that parent can contact

the Federal Programs Director at the Central Office. Written concerns, if not resolved at the local level, will then be forwarded to the State Department of Education (SDE) Federal Programs Director.

Enterprise City Schools is involved in an ongoing process to provide a stronger coordination of all programs to better support the needs and efforts of the schoolwide strategies for improvement. The Board of Education, superintendent, administrators, and committee members all agree that each Title I School is a unit for change and school improvement. Five schools in the district are served as Title I School-Wide schools based on the free/reduced count for the 20 days after Labor Day attendance data. Funds are distributed to the schools based on the poverty count. After completing a needs assessment, each school completes a Continuous Improvement Plan (ACIP) to address the needs of the individual schools. The individual schools provide programs and services to the students and families that the schools serve. The services include academic instruction and remediation, social services, health services, parent involvement, Alabama Reading Initiative, Alabama Math, Science and Technology Initiative, and Extended Day.
Our primary purpose is to upgrade the entire educational program of all schools. This is accomplished through the coordination of programs with local and state education improvement efforts. Schools focus on the implementation of educational strategies that increase the amount and quality of learning time and help provide a high quality curriculum for all children to meet the
State's challenging standards. Professional development supported in school-wide programs is onsite and job-embedded. Plans are updated and revised based on student achievement data and needs assessments. The involvement of the community and staff at each school in planning and implementing improvement initiatives is critical to the success of all programs, and each school has the professional capacity to make decisions which affect the quality of education at each local school.

Enterprise City Schools is committed to improving teaching and learning through greater cross program coordination, planning, and service delivery of federal programs, special education service, community education and parent involvement programs as well as professional development. Those eligible federal programs include:

- Title I: Part A, Improving the Basic Program for the Academic Achievement of the Disadvantaged

- Title I: Part D, subpart 2, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- Title II: Part A, Preparing, Training, and Recruiting Highly Qualified Teachers and Principals – Professional Development

- Title III: Part A, Language Instruction for Limited English Proficient and Immigrant Students

- Title IV: Part A, Safe and Drug-Free Schools and Communities

- Title IX: Education for Homeless Children and Youth
  The McKinney-Vento Homeless Assistance Act

Presently, no schools in the Enterprise City School System operate under a Targeted Assistance Program. However, the district will identify students experiencing academic difficulties and provide timely instructional assistance to help these students in the school for which eligibility criteria is met. The program will include educational programs for the disadvantaged, disabled, gifted and limited English proficient.

Enterprise City Schools is committed to producing responsible, productive college and career ready citizens by providing a quality education for all students in a safe environment. This will be accomplished through a comprehensive, developmentally appropriate and challenging curriculum taught by a certified staff.

7. Sec. 1112(b)(4)
Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is —

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. *(ESEA section 1113(a)(2).)*

Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

- Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and
- Serve the eligible school attendance areas in rank order. *(ESEA section 1113(a)(3).)* For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.
- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools —

- The LEA must notify its secondary schools to inform them of the option.
- A majority of its secondary schools must approve the use of feeder patterns. *(ESEA sections 1113(a)(5)(B) and (C).)*

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. *(ESEA section 1113(a)(3)(B).)*

The poverty criteria used to select eligible attendance areas will be the number of children eligible for free and reduced price meals under the National School Lunch Act. Schools will be

determined eligible based on the highest percentage of need and with at least 40% (schoolwide) of the children from low-income families. Schools will be ranked from the poorest to richest.

8. Sec. 1112(b)(6)

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

Neglected and Delinquent Program

Presently, there are no facilities to serve students. However, procedures are in place should the Enterprise City School System identify students who need services.

The programs to be conducted by the Enterprise City School System 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 include the following:

Services for neglected or delinquent students enrolled in the Enterprise City School System are provided through tutorial programs, Summer CAMP, and Extended day. Services for students are coordinated with other educational services in each school, in the school system, and with community agencies.

9. Sec. 1112(b)(8)

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.).

Homeless Students

The Enterprise City School System receives funding to provide free, equal educational opportunities as are provided to all other school-age children in Alabama and to better facilitate the education, health, attendance, and success of homeless children in Enterprise.

Physical needs frequently occur because of a family's inability to provide regular medical attention to their child(ren) and their inability to provide nutritious meals. Emotional needs are great because of the family's circumstance. It becomes extremely difficult to maintain regular family relationships when permanent shelter is not available. This homeless status has occurred because of a traumatic occurrence, such as fire, the death of a parent or guardian, and/or the loss of employment. Such trauma can cause emotional distress and consequently tremendous strain for a family when basic needs such as shelter, clothing, and food must be acquired.

The instructional needs of these students increase because of their inability to focus on instruction and due to an interruption in their school attendance. Students may display noncompliant and disruptive behaviors. To this end, our school system coordinates our efforts to serve homeless students with the Coffee County Family Services and Christian Mission, which are the only two agencies in our city devoted primarily to serve the needs of homeless families and their children. The following services will also be offered: extended day and extended year instruction, providing transportation to and from school or origin, assistance with acquiring basic clothing and school supplies, assistance in acquiring professional dental, medical, and vision care.

School counselors will assist the students in school transitions and adjustments without divulging their plight. Professional counseling services for homeless students and their families, training for school system personnel, and parent sharing sessions will also be provided. Several community agencies such as Family Services work closely with our school system to ensure that the needs of families are met.

Moving from one place to another often requires a transfer to a new school. For a homeless child, this may happen many times and can be extremely stressful. Homeless children may experience the embarrassment of going to school without money or adequate changes of clothing, and at the same time, cope with the normal stresses of a new school environment. Their trauma may manifest through a lack of motivation, low attendance, poor school performance, low self-esteem, and poor social development.

Studies have found that homeless children are twice as likely as other children to experience chronic health problems. Cardiac disease, upper respiratory infections and anemia have been frequently diagnosed in homeless children. Homeless preschool children are often less likely to be immunized.

A homeless family may temporarily reside in a homeless facility. There is one such facility located within thirty miles of our school system, which services a small percentage of our families. These types of facilities may impose unaccustomed rules and regulations on their residents. There is often a lack of privacy and the absence of certain freedoms. Families must contend with the presence of other people who have varied beliefs, temperaments, and attitudes.

The majority of our homeless students are unsheltered (sub-substandard housing). Some double-up with relatives and friends. This living situation places extra burdens on both families. The responsibility of parenting may become the shared duty of all adults in the household. This may create a problem when the adults do not agree on what should be done for the child. This situation may be confusing for the child and frustrating for the adults and parents.

Homeless parents may not have the financial resources to adequately provide for their needs and the needs of their children. This lack of financial resources may affect a child's education. There may not be adequate resources for physical education clothing and other special fees, field trips, and school supplies. Transportation may not be available to and from school or for the parents and children to attend meetings and other special activities. Our school system coordinates, links, and/or provides resources to respond to the special needs of homeless students.

Homeless children and youth may have difficulty concentrating and learning because they may be forced to endure instability, a lack of basic essentials, fear, anger, disruption, unfamiliarity, insecurity, loss of friends and family, abuse, and poor health. Every effort is made to coordinate, link, and/or provide counseling and psychological support to those students who have been identified as homeless and in need of these additional services.

Our school system recognizes that sometimes the school is the only connection a homeless child may have with the larger community and the school is sometimes the first agency to recognize that a child is homeless. The school may be the only stable and consistent environment a homeless child experiences. A quality education may be the only source of empowerment offered to a homeless child to break the cycle of poverty, violence, and homelessness. Our school system's sensitivity to the special needs of homeless children is especially crucial and important. Every effort is made in our school system to educate our school's' faculty and staff members in an effort to increase their sensitivity and understanding of the special needs of homeless students and their families.

Further, our school system's faculty, staff members and administrators are familiarized with the living situations of their students and assisted in the identification of homeless children. Special attention is given to the recognition of students who live in doubled-up situations with friends and relatives as homeless. Teachers are encouraged to be especially sensitive to the effects of homelessness upon children. It is especially important for homeless students that the environment of the classroom is warm, stable and predictable. However, a teacher's expectations for homeless students, both behaviorally and academically, must be comparable with the expectations held for other students. If additional instruction is needed, support from the Family Services Center of Coffee County, the Christian Mission or other local agencies will be utilized to assist our efforts.

Homeless students require a variety of services to achieve school success and to participate meaningfully in school. School counselors have been designated to identify and ensure that appropriate services are made available to homeless students on the same basis as other students. School counselors have also been given the task of monitoring the needs, accomplishments, and struggles of homeless students and facilitate appropriate responses. Additionally, every effort is made to partner with the parents of homeless students by informing them of their rights as related to the education of their child. This school system will directly provide the following services for homeless students: (1) full participation in school breakfast and lunch programs (2) review of past school records or an evaluation to determine the child's need for special education services (3) full opportunities for involvement in school activities (4) participation in extended-day and

extended year tutoring programs (5) health appraisal, to be completed by the school nurse, and completed referrals and coordination of services with community-based organizations and private health care providers for additional health services, when appropriate (6) assistance in obtaining clothing, shoes and grooming supplies, when needed (7) assistance in obtaining school supplies and materials including lab and art fees, locker fees, yearbooks, and school pictures (8) home visits may be conducted to provide additional assistance.

The Enterprise School System has a Homeless Education Plan and a Homeless Dispute Resolution Policy on the system's website. The LEA shall reserve the funds as necessary under this part to provide services comparable to those provided to children in schools. The Enterprise City School System will employ practices that increase the awareness of the Homeless Education Program. The system shall notify parents/guardians of homeless children and youth of available resources and assist them in accessing the resources.

The Enterprise City School System shall conduct an annual evaluation of its Homeless Education Program to determine the effectiveness of the program. The system will adjust practices and procedures as needed to improve the effectiveness of implementation and student achievement.

Definition: For the purposes of identifying homeless children and youth, the Enterprise City School System shall use the McKinney-Vento Act's definition of homeless children and youth. The Act defines homeless children and youth (twenty-one years of age and younger) as: Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are (1) sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (i.e. "doubled up") (2) living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations (3) living in emergency or transitional shelters (i.e. Salvation Army, etc.) (4) abandoned hospitals or buildings.

Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. Children and youth who are living in cars, parks, public spaces, abandoned buildings,

substandard housing, bus or train stations, or similar settings. Migrant, ESL, ELL children may qualify as homeless if they are living in circumstances described above.

The ***term unaccompanied youth*** includes a young person not in physical custody of the parent or guardian. This would include runaways living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing; children and youth denied housing by their families (sometimes referred to as "throwaway children and youth"); and school-age unwed mothers living in homes for unwed mothers because they have no other housing available.

The ***school of origin*** is the school that the child and youth attended when permanently housed or the school in which the child or youth was last enrolled.
The purpose of the Homeless Program is to provide children and youth the opportunity to receive a free and appropriate public education regardless of their residency status. Our system will ensure that these students are afforded equal access to academics and other services that will allow them to meet the same challenging state achievement standards as non-homeless students.

The program provides procedural guidelines to ensure the homeless students are not denied enrollment due to the lack of registration documentation at the time of enrollment. Homeless children and youth will be enrolled immediately pending obtainment of necessary documents. The school counselor will assist parents, guardians, or unaccompanied youth in obtaining the proper documentation.

The homeless education program makes every effort to provide homeless children and youth with a stable school environment by enrolling students in the ***school of origin*** and providing them with transportation to and from the school of origin. Provisions are made for parents, guardians, or unaccompanied youth to decline enrollment in the ***school of origin.*** The program provides for a homeless liaison that will ensure program implementation and coordinate efforts to ensure that homeless children and youth are provided the opportunity for academic success.
Enterprise City School System has identification and registration procedures in place for homeless children and youth that often go undetected. Enterprise City Schools will conduct training sessions with appropriate school personnel to inform them of methods of identifying

homeless children without stigmatizing students and families. The system will use a *Residency Questionnaire* which is included in each school's registration packet to facilitate the identification of homeless children, youth, and preschoolers. The parent, guardian, or unaccompanied youth will complete the *Residency Questionnaire* at the time of registration. The school counselor may provide appropriate assistance to the parent, guardian, or unaccompanied youth in answering the questionnaire if necessary.

A copy of the *Residency Questionnaire* must be submitted to Enterprise City Schools Homeless Liaison on the day of registration. The school will maintain the original form in a file separate from the student's permanent record for audit purposes during the year. This file should be housed in the school counselor's office or in close proximity. School counselors will contact the system's Homeless Liaison if a student is suspected of being homeless.

The parent or guardian may enroll a homeless child or youth with or without proof of residency, birth certificate, social security number, immunization records, or school records. The school counselor or principal's designee will provide the parent, guardian, or unaccompanied youth appropriate assistance in obtaining the necessary records and documents for enrollment. Enrollment without required immunization records will be pending receipt or acquisition of immunization documentation. The existing method of assigning a student number will be employed when a student enrolls without a social security number.

An unaccompanied youth may enroll him/herself at any time throughout the school year. In this case, the school principal or designee will immediately contact the system's Homeless Liaison to report the enrollment of an unaccompanied youth. The school will provide the youth with proper assistance in a language that the student understands. The system's Homeless Liaison will assist the homeless unaccompanied youth in obtaining eligible educational services.

The application process for free and reduced meals will be expedited for homeless children and youth. The determination for free meals may be made without completing the full application process.

Enterprise City Schools has a process for identification of Homeless preschoolers. The system's liaison will collaborate with local community service agencies (e.g. Head Start, Department of Human Resources, Health Department, faith-based organizations and the court system, etc) and school personnel to identify homeless preschoolers. The district will also include homeless preschoolers and homeless children in the "Child Find" process as required by the Individual with Disabilities Education Act.

The school system will make school placement decisions in the "best interest" of the homeless child or youth. Students will continue in the school of origin for the duration of the homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year when the child or youth becomes permanently housed during an academic year. Students may enroll in any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

If a school enrollment decision is contrary to the wishes of the child or youth's parent/guardian, the school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and procedure for appealing the placement decision. The complainant must file a School Enrollment Dispute with the school in which the student is presently enrolled. The principal of this school will notify the Enterprise City Schools Homeless Liaison of the dispute and take steps to resolve the dispute.

When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The Enterprise City Schools Homeless Liaison will expeditiously take steps to resolve the dispute. If the dispute cannot be settled by the homeless liaison, the liaison will assist the complainant in seeking technical assistance from an appropriate service agency.

10. Sec. 1112(b)(9)
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

Services for preschool students, English Learners, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children will be served through the individual programs and Title I. The activities will be coordinated through the federal programs coordinator to eliminate duplication, reduce fragmentation of the instructional program and to increase program effectiveness. Program goals include:

1. Provide annual technical assistance to each local school in revising their ACIP focusing on the needs of all students, as well as, including the coordination of all local, state, and federal resources.
2. Provide support, based on local school needs, to promote educational improvements and increase the performance level of all students.
3. Effectively utilize resources at the state and local levels through alignment and coordination of state and federal programs.

Preschool-

The Enterprise City School System works cooperatively with the Head Start Program in our community. We provide instructional support to their students and parents. Although Head Start is a separate entity from our school system, students who are identified as needing special education services are enrolled in one of our elementary schools.

Plans for Transition:

To ensure a smooth transition from home to elementary school and elementary to middle school, the following activities will take place:

- A Kindergarten Open House will be held at the beginning of each school year
- A Kindergarten Orientation will be held for HeadStart students and their parents in the spring of each year.
- A Kindergarten-to-School Transition meeting for parents is held in the spring of the year.

The system offers preschool services to eligible students through a federal preschool grant as well as IDEA funding. Speech services are provided to preschool children at the Head Start

Centers, local daycare centers and on an individual basis. Parent orientation is also held during the spring. Parents will be provided a packet of information about Kindergarten and the registration materials will be distributed. Students and parents will be given a tour of the school to acclimate them to the facilities and staff. Transition from Head Start and other preschool programs will be coordinated through the Summer CAMP Program for kindergarten at each school campus. The preschool activities that are provided through IDEA will also provide a transitional program for the students and parents as well as through the Individual Education Plan for each student. Preschool students are identified as those students between the age of three and the entrance age for kindergarten students.

Pre-School programs are offered to students who are zoned to attend each of its respective schools. Currently, all schools have been awarded a grant from the Office of School Readiness. Each unit follows the rules and regulations set forth by the Office of School Readiness. A highly qualified staff, consisting of a teacher and a paraprofessional will carry out the requirements of the program.

Currently, Enterprise City Schools has no Title I funded preschools.

11. Sec. 1112(b)(9)

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

Currently, all Title I schools operate as schoolwide programs. Prior to schoolwide, our schools were TA and met the 40% eligibility criteria. Schoolwide planning occurred after a year of planning in TA schools. Eligible students will be those who are identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school system and supplemented by each school.

Teachers in consultation with parents, administrators, and pupil services personnel will identify eligible children most in need of Title I services.

Title I services in our school system were offered to students in grades kindergarten through sixth.

Students in eligible schools in grades kindergarten and one are selected on the basis of the results of a multiple, educationally related criteria which includes: teacher recommendation, student developmentally appropriate measures and student assessment, academic and behavioral characteristics, and student data.

a. Teacher Recommendation – Based on the teacher's professional judgment, this rating reflects the extent to which the student needs additional assistance to perform successfully.
b. Student Data – This data reflects performance over a period of time and may include promotion date and previous Title I or Head Start participation.
c. Student Behavioral /Academic Characteristics- This checklist consists of specified observable characteristics demonstrated by the student in current classroom performance on academic tasks.
d. Student Developmentally Appropriate Measures or Student Assessment – Developmentally appropriate measures indicate a child's un-readiness, observably deficient social and interaction skills which indicate that the child is at risk of failing to meet the state's student performance standards and based on the results of local and state assessments (DIBELS) which reflect the student's current level of proficiency.

Other considerations may also include interviews with parents. A child who, at any time in the 2 years preceding the year for which the determination is made received services is eligible for services.

Students with a pre-determined qualifying score (established by each school) will be rank ordered according to that score. Students will be rank-ordered to reflect a prioritized list of students by academic needs from highest to lowest need. Students who are eligible but are not being served based on the greatest need of all eligible students will be placed on a waiting list. A student's eligibility is jointly shared and agreed upon by the Title I staff member(s), classroom teacher, and the school's principal. The Federal Programs Director for the school system is available for consultation and active participation in this process, if the school determines it necessary. A student may not be considered for Title I services without first utilizing the multiple criteria selection checklist/referral process. Written parent permission must be on file

before services begin. However, if many attempts (written and verbal) to notify the parents does not yield a response, a student may receive services.

Students in grades two through six are determined eligible for Title I services based upon the results of a multiple educationally related criteria/ checklist/referral which includes: teacher recommendation, academic and behavioral characteristics, student data, and student assessment.

a. Teacher Recommendation – Based on the teacher's professional judgment, this rating reflects the extent to which the student needs additional assistance to perform successfully.
b. Student Assessment – Based on the results of local and state assessment results which reflects the student's current level of proficiency which reflects a student's level of achievement.
c. Student Data – This data reflects performance over a period of time and may include promotion date and previous Title I or Head Start participation
d. Student Behavioral /Academic Characteristics - This checklist consists of specified observable characteristics demonstrated by the student in current classroom performance on academic tasks.

Other considerations may include parent interviews and observably deficient social and/or interaction skills which may cause the child to become at risk of academic failure. A student who, at any time in the 2 years preceding the year for which the determination is made received services is eligible for services.

Students with a pre-determined qualifying score (established by each school) will be rank ordered according to that score. Students will be rank-ordered to reflect a prioritized list of students by academic needs from highest to lowest need. Students who are eligible but are not being served based on the greatest need of all eligible students will be placed on a waiting list. Once the checklist has been scored, the eligibility must be shared and agreed on among the school's Title I staff members, the classroom teacher, and the school's principal. A student may not be considered for Title I services without first utilizing the multiple criteria selection checklist/referral process. The parents of students in grades kindergarten through six will receive a written notification of their child's eligibility for Title I services. A parent permission

letter must be signed before Title I services begin. However, if many attempts (written and verbal) to notify the parents does not yield a response, a student may receive services.

The Title I program will be explained orally and in writing. Parents must agree to allow their child's participation in the Title I program. Parents will be provided a copy of the school system's parent involvement policy on the first day of school. The policy outlines the school system's beliefs regarding parental involvement. Each school will also distribute and discuss with their parents their school-home compact. This compact also outlines how each school and it's Title I parents will share the responsibility for ensuring that students meet the state's standards and our school system's objectives.

Title I teachers must be highly-qualified and are assigned for the full teaching day in a field covered by the certification. Teachers paid from Title I funds are employees of the Board of Education and are subject to the same regulations as other teachers. They may be assigned no instructional duties to which all other teachers are assigned on a rotating basis such as bus duty and hall duty.

12. 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 coordination with institutions of higher education, employers, and other local partners.

- The Junior High School counselor (7th grade) will visit each elementary school to conduct an orientation.
- Both junior high schools host a parent night to inform students and parents of academic options and tour the campus.
- The High School counselor(s) will visit the junior high schools to conduct an orientation.
- Career and college days will be held at the high school several times during the school year
- High school counselors meet with 8th grade students and parents during a parent night to discuss graduation requirements, four year plans, and course request options for the upcoming school year.

- Seventh and eighth graders take a field trip of the campus prior to the beginning of school. Parents are also welcomed to come and tour the campus and classrooms prior to the student entering 7th or 9th grade.
- 9th Grade Parent Night
- 11th Grade Parent Night

Enterprise City Schools will implement the following strategies to facilitate effective transitions for students from high school to postsecondary institutions:

- Field trips to various local colleges
- Career expos and college fairs
- The high school career coach provides individual planning with students
- College and military recruiters visit each high school to discuss future career plans with students.
- Co-op opportunities for juniors and seniors
- Dual enrollment with Enterprise State Community College ● ACT Prep and WorkKeys practice
- Wow Varsity Hiring Fair for Seniors
- CTE Tour for students
- Military Recruitments
- Co-Op Opportunities for 11th & 12th graders

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

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

Middle grades to high school:

- Begin introduction of dual enrollment to eighth grade students during parent night and orientation
- Kuder Career Interest inventories and four year planning with the career coach and career academy counselor

High school to postsecondary education:

- Dual enrollment/early college opportunities for grades 10-12 in both career technical and academic areas
- Career Counseling using the Kuder system
- High school counselors and Career Coach provide career planning/counseling for all students
- Increased opportunities to earn college credits and participate Pre-AP and AP classes

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

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)

Enterprise City Schools supports efforts to reduce the overuse of discipline practices that remove students from the classroom in the following ways:

- The PST works to develop and implement strategies which are designed to reduce problematic behaviors in students.
- Enterprise City Schools employees with a LPC to assist problem solving teams in writing behavioral management plans for severe cases of behavior problems.
- Each school has a plan in place to handle students with chronic behavior problems and to assign consequences for misbehavior.
- Professional development is offered periodically to all teachers on behavior management.
- Review the annual Student Incident Report (SIR) report to analyze data broken down by subgroups so that steps can be taken to increase support and reduce discipline incidents for the identified subgroups.
- Early Warning Court meets monthly to address attendance issues and concerns.
- District supports and offer EL Specialist and newcomer classes

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

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.

Enterprise City Schools supports the integration of academic and career technical education. High school students have access to various career technical programs, dual enrollment opportunities with local community colleges, which provides both dual enrollment academic and career technical classes and non-dual enrollment career technical classes. Career/Technical Programs are coordinated and integrated with other educational services to the degree that students are able to participate. Vocational and Technical Education Programs are available to secondary students.

Each career and technical education program within the Enterprise City Schools meets annually with their advisory council. The advisory council helps teachers stay current on high demand jobs skill related to each program. They also make recommendations on equipment needed for training and curriculum changes to meet local business and industry needs. Enterprise City Schools has also formed a partnership with local community colleges and local school systems on the Enterprise Community College Campus.

16. Sec. 1112(b)(13)(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.

Enterprise City Schools supports the integration of academic and career technical education. High school students have access to various career technical programs, dual enrollment opportunities with local community colleges, which provides both dual enrollment academic and career technical classes and non-dual enrollment career technical classes. Each career and technical education program within the Enterprise City Schools meets annually with their advisory council. The advisory council helps teachers stay current on high demand jobs skill related to each program. They also make recommendations on equipment needed for training and curriculum changes to meet local business and industry needs.

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

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

Enterprise Schools supports the integration of academic and career technical education. High school students have access to various career technical programs, dual enrollment opportunities with local community colleges, which provides both dual enrollment academic and career technical classes and non-dual enrollment career technical classes. Schools offer career and technical education programs in welding, health sciences and auto mechanics.

18. Sec. 1112(b)(7)

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

Typing Agent, Accelerated Reader, Read 180, and iStation, are funded through technology and central office funds. Books, eBooks and other resource materials are purchased by using local funds, state funds, or central office enhancement funds. With the funding we receive from the state department, we can purchase books, digital literacy and any type of resources that a media specialist feels can promote global learning. These purchases are determined by each media specialist based on each school's Needs Assessment and the Library Enhancement Committee. Each school library is staffed by a state certified school librarian and has up-to-date resources that include technology and broadband access. Collaboration between content teachers and school librarians is supported to promote school reform and identify successful skills to produce a 21st Century learning environment and global opportunities for all students.

19. Sec. 1112(b)(7)

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

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

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

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

The Enterprise City Schools will hold system level meetings to secure parent input into the development of the system policy/plan. The meetings will be held at different times during the day/evening at five Title I Schools to encourage participation. The Enterprise City Schools will involve parents and family members in jointly developing the local agency plan by the following:

- At least two annual meetings of the Parent-Teacher Advisory Council will be held at a time determined most appropriate by council members.
- Annual surveys will be conducted to determine parent needs and will be used as a source to compile a parent volunteer list.
- The Enterprise City Schools Title I Parent/Student Information Guide will be distributed annually to each student in a Title I school.
- The Enterprise City Schools will assist the schools in informing parents of their parental involvement rights in Title I schools.

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.

The Enterprise City Schools, with the input of the Parent Engagement Specialist, develop a system level Parent and Family Engagement Plan to serve as a guide for system and school level activities. The district will set aside 1% of its total Title I allocation to provide funding necessary to equip the schools with resources to provide funding necessary to equip the schools with resources to provide quality parent resource materials. The Federal Programs Director and Parental Engagement Specialist will serve as the district level contact to coordinate activities and provide technical assistance as needed.

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.

The Enterprise City Schools, with the input of the Parent Engagement Specialist, will develop a system level Parent and Family Engagement Plan to serve as a guide for system and school level activities. The district will set aside 1% of its total Title I allocation to provide funding necessary to equip the schools with resources to provide funding necessary to equip the schools with resources to provide quality parent resource materials. The Federal Programs Director and Parental Engagement Specialist will serve as the district level contact to coordinate activities and provide technical assistance as needed.

The Enterprise City School System will reserve at least 1% of its entitlement to carry out Title I, Part A parental involvement activities, including promoting family literacy and parenting skills. Parents of children who receive Title I, Part A services will be involved in the decisions regarding how funds are allotted for parental involvement activities. Not less than 90% (of the 1% reservation) of the Title I, Part A funds for parent involvement will be distributed to Title I, Part A Schools.

The Enterprise City School System will use effective strategies to implement effective parental and family involvement in the Title I Program. It is the belief that there is a shared responsibility in educating children. There must be a web of lateral responsibility and accountability from the school and the home. To this end, there will be a unified effort to build partnerships with the parents and families of our students. This partnership will be accomplished through parental notification of the Title I Program and parental involvement activities. Each Title I school with the involvement of parents will develop a plan that will include input from teachers, administrators, and parents. This input will help to guide the program format. Decision regarding how parent involvement funds will be used will be guided by the Federal Programs Advisory Committee.

A school compact will be developed with the involvement and input from parents. This compact will be customized for each school and updated annually. It will be distributed to each

Title I parent as an agreement to work cooperatively for each child's school success. The goal is to help accomplish the desired learning and to establish open communication between parents, and school staff. Each school's compact will consist of an agreement by the teacher, parent, and principal. In the upper grades, the student also signs the agreement. Each agrees to carry out his/her responsibility.

The school compact which will be retained in each school for use by teachers in working with Title I participating students and parents will further outline how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall be discussed as it relates to an individual child's achievement: The compact shall-

- describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the state's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, participating in school activities, and when appropriate, participating in decisions relating to the education of their children;
- address the importance of communication between home and school on an ongoing basis through, at a minimum-
    - parent / teacher conference at least annually
    - frequent reports to parents on their child's progress
    - notification of their child's progress on state assessments
    - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Additionally, the Enterprise City School System shall develop jointly, and agree on with, and distribute to, parents of participating children a written Parent Engagement Policy.

The Enterprise City School Board adopted this Parental Engagement Policy during its monthly meeting in August of 2004. The policy will go before the Board of Education Fall of 2019 to approve current updates. The policy was distributed to all parents on the first day of school in the

Parent Engagement School Calendar. Students enrolled during the school year will receive this policy in addition to registration materials. Each year the policy is evaluated by the Federal Programs Advisory Committee for revisions if needed.

In the policy, our school system describes how it will- o

involve parents in the joint development of the plan;

- provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

- build the schools' and parents' capacity for strong parental involvement;

- coordinate and integrate parental involvement strategies with other programs;

- conduct, with the involvement of parents, an annual evaluation of the effectiveness of the parental involvement policy, plan, and activities in improving the academic quality of the school served under Title I, Part A, including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are the parents of migratory children, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policy; and,

- involve parents in the activities of the schools served under Title I, Part A.

In addition to Title I activities, parents will be also invited to participate in the following school system or school activities:

Community Forums held in the community

Family Literacy Services

Parent Visitation Day
Parent / Teacher Conferences

Community Rally
Home and School Connection Newsletter
Family Reading Night
Math – A New Approach
Grandparents Day
Parents' Lunch Day(s)
Kindergarten Open House
Kindergarten to School – Transition Meeting for Parents
EL Family Night
International Day
Superman / Holiday Parenting Night for Kindergarten and First Grade
Parent Orientation and Open House
Kindergarten Connection
Parenting Sessions
Parent Training Session
Technology Awareness
Parent Literacy
PTA / PTO
Parent Luncheons
School / Parent Newsletter
Community inclusion on advisory committees
Business Partnerships

Each Title I, Part A school or through the efforts of the school system shall build the schools' and parents' capacity for strong parental involvement by implementing the following measures:

- convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the Title I Part A requirements and the right of the parents to be involved;

- offer flexibility in meeting dates and times, such as meetings at lunch or during the morning, evening, or during the school day. Child care will be provided as it relates to the system wide parent meeting;

- arrange for home visits to conduct conference with parents who are unable to attend conferences at school;

- include parents in the planning process for the Schoolwide Plan;

- involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school plan;

- coordinate and integrate parent involvement program with HeadStart and other 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;

- train parents to enhance the involvement of other parents;

- adopt and implement model approaches to improving parental involvement;

- provide parents of participating children-
    - timely information about Title I, Part A programs;
    - a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure students' progress, and the proficiency levels students are expected to meet;

- if requested by parents, opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as practicable;
- assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessment, the Title I, Part A requirements, and how to monitor a child's progress and work with educators to improve the achievement of their child;
- materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology to foster parental involvement;
- assistance in communicating with teachers;
- information related to school and parent programs, meetings, or other activities in a format and, to the extent practicable, in a language the parents can understand;
- parental involvement activities as requested;
- literacy training if all other reasonably available sources are exhausted; and,
- reasonable transportation and child care costs to enable parents to participate in school-related meetings and training sessions.

An annual system-wide meeting for parents of Title I students is held at each school during the school year. During these meetings, parents are given a description and explanation of the curriculum in use, forms of assessments used to measure student progress, and the proficiency levels students are expected to meet. During the year other meetings are conducted where parents are given opportunities to make suggestions, share experiences, and participate in the decision making process.

Parents will be informed at the annual meeting of their right to express their disagreement with any aspect or component of the LEA's Consolidated Application for federal funds by contacting the Enterprise City School Federal Programs Director. Parents may also express their dissatisfaction with the LEA Plan. Procedures to file a grievance are printed in the Enterprise City Schools Procedures Manual.

Parents will be informed at the annual meeting of their right to submit to the Enterprise City Schools Federal Programs Director their comments of dissatisfaction with each school's School Parent Involvement Policy and Plan when it is submitted. A grievance may be filed according to procedures outlined in the Enterprise City Schools Procedures Manual.

The Federal Programs Advisory Committee meets yearly to evaluate and revise, if necessary, the Title I LEA Plan, the Parent Involvement Policy and Plan, Home School Compact, the method of allocating funds to the schools, set asides budgeting, and other federal programs' policies and program components.

The Enterprise City School System will provide all parents of participating Title I students with the same opportunities. When students are enrolled in Title I, parents and guardians are asked about the primary language spoken in the home. If a student is found to be eligible to receive services, the EL Plan will be followed. The LEA plan for Migrant, Immigrant, Neglected and Delinquent, and Children and Youth Experiencing Homelessness and students in Foster Care will be followed. A board approved policy for admitting EL, Migrant, Immigrant, Homeless, and Neglected and Delinquent students is on file. (See appendix).

The Enterprise City School System will also provide opportunities to educate teachers, central office staff, 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 parents and the school.

A copy of the Parental Involvement Policy and Plan is located at the superintendent's office and at each school. The parents of students in Title I schools are given a copy of the Parental Involvement Policy at the beginning of the school year or at the time of enrollment.

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

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

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

Each spring all parents are given an opportunity to participate in The Enterprise City Schools Title I Community Survey. These surveys seek input on activities, training and opportunities offered to parents and students. The distribution and collection of these surveys will be the responsibility of the principal and the district Family Liaison. The results of the surveys are compiled by the Family Liaison and distributed to district administrators and principals for review by the school-wide

ACIP and Parent Advisory committees to determine needed changes. Each year all Title I schools' School-wide Continuous Improvement Plans and Parent Involvement Plan are reviewed and evaluated for effectiveness. Strategies for improvement are developed and implemented.

The district level Parent Advisory Council is given a copy of the results of the Enterprise City Title I Community Survey for review, comments and suggestions. Particular attention is given to identifying and removing barriers to greater participation by parents in parental involvement activities. All Title I schools will utilize programs such as Language Line, TransACT, and translators to provide timely communication with all parents in a language they can understand.

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

The needs of parents and family members to assist with the learning of their children with be addressed by the following:

- Newsletters

- Weekly Folders
- Home/School Compacts
- Orientation materials for students entering kindergarten and seventh and ninth grades ● Links on the district and school websites

(iii) strategies to support successful school and family interactions

Sec. 1116(a)(2)(E))
Strategies to support successful school and family interaction will include the following:

- Website links for Parent Involvement
- In-service training for teachers focusing on school and family interaction strategies
- Making contact with parent at alternate sites
- Newsletters
- Utilizing resources from the Alabama Department of Education
- PTO/PTA
- Making contact with hard to reach parents at alternate sites such as ballparks, churches, and areas in the local community.

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

The Enterprise City School System will use the findings of the evaluation and the suggestions of the Parent Advisory Council concerning the Parent Involvement Plan to design strategies for more effective parent involvement and to revise, if necessary, the plan. A special focus will be given to identifying and removing barriers to greater participation by parents.

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

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

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

The Enterprise City School System will hold district level and school level Parent Advisory Council meetings to secure parent input into the development and revision of the Parent Involvement Plan. The meetings will be held at different times during the day/evening at the Title

I Schools to accommodate the various parents'/guardians' work schedules.

The topics discussed at the meetings will include the following:

- Title I services and parents' rights
- Curriculum and state content standards
- State Student Assessment Program and schedule
- Parent Involvement Plan
- Title I Community Survey
- Career Tech opportunities
- Textbooks
- Technology
- Federal Programs

G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

The Enterprise City School System will provide assistance to parents of children served in our schools in understanding topics such as the following:

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

This will be accomplished through the following:

- Annual Title I meeting
- Parent Advisory Council
- PTO/PTA meetings
- Newsletters
- District/School websites
- Parent/Teacher conferences
- Parent Visitation Month meetings
- Extended Day - Afterschool sessions

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

I.

The Enterprise City School System will provide assistance to parents of children served in our schools in understanding topics such as the following:

- State academic content standards
- State student academic achievement standards
- State and local academic assessments and alternate assessments
- The requirements of Title I, Part A

- How to monitor their child's progress
- How to work with educators

This will be accomplished through the following:

- Annual Title I meeting
- Parent Advisory Council
- PTO meetings
- Newsletters
- District/School websites
- Parent/Teacher conferences
- Parent Visitation Month meetings
- Multi-Cultural Observance
- CPR for parents

J. 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.

The Enterprise City School System, with the assistance of its schools and parents, will educate its teachers, principals, and staff on how to communicate with and work with parents as equal partners. Focus will be on the value of the contributions of parents and in how to implement and coordinate parent programs and build ties between parents and the schools. This will be accomplished by the following:

- Professional Learning Communities
- Inservice teacher training with a focus on the specified topics (see above)
- District/School websites
- Making contact with parents at alternate sites

K. 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.

The Enterprise City School System will partner Coffee County Family Service, Coffee County Christian Mission and other community organizations to provide training opportunities that will enhance the parental involvement program. Enterprise City Schools will provide funds and materials for a Parent Corner at each school. Parent links will be posted on the district and school websites and newsletters will be distributed.

L. 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.

All Title I schools will utilize programs such as Language Line, TransACT, and translators to provide timely communication with all parents in a language they can understand.

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

Reasonable support for parental involvement activities will be provided by:

- Establish district level and school level Parent Advisory Councils to provide advice on all matters related to parental involvement in Title I, Part A programs
- Use the results of the Title I Survey to make additions and improvements in parent involvement activities
- Vary times of parent meetings and possibly provide childcare if requested or needed

N. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

Parents may be involved in the development of training of teachers in the following ways:

- Base teacher training on the information obtained from the Title I survey
- By seeking parental input on better ways to make parents feel welcome and valued in the school setting

- By asking parents to lead discussions at PTO/PTA meetings regarding topic of general parental concerns

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

Enterprise City Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their academic achievement, such as literacy training and using technology, as appropriate to foster parental involvement by:

- Home/School Compact
- Family Engagement Kits
- Newsletters
- Parent Corner
- Parent/Teacher conferences
- Orientation meetings
- Parent Visitation activities

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

One percent of the total Title 1 funds will be set aside for parental involvement. Ninety percent will be allocated to the schools and 10% to the district. These funds may be used for childcare and transportation costs if requested.

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

At the scheduled parent meetings, PTO meetings and Advisory Council meetings parents will be made aware of a variety of ways to be involved with their child's education. These parents will be encouraged to share this information with other parents. School leaders will encourage parents

to share information concerning upcoming events with other parents through telephone calls, social media, etc. District/School level websites with contain information for parents to share with those not having access to the internet. Newsletters will also be distributed.

R. Describe how the LEA may arrange school meetings at a variety of times, or conduct inhome 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.

School leaders will be encouraged to accommodate parents who are unable to attend conferences at school so that they may be involved in their child's education. The following methods may be used:

- Community Forums will be held to reach parents who are unable to attend traditional school meetings and conferences
- Teleconferencing for parents unable to attend conferences during the school day
- Conduct conferences using Facetime or Skype
- After school or evening conferences
- Communicating through emails or texts
- Home conferences for parents whose children are receiving homebound services

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

Transition guides and orientation opportunities are provided for students entering kindergarten, seventh and ninth grades. Summer SMARTS activities are provided for students entering Pre-K and kindergarten and their parents. All parents may learn more about their child's school by touring the campus and meeting teachers, administrators and other students. Parents and community members are encouraged to join PTO/PTA. Also, parent luncheons are held throughout the school year.

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

Enterprise City Schools has established a district level Parent Advisory Council. The members were selected by the principals from each school. The parents are contacted concerning their willingness to serve on the council. The council will meet during the school year. Parents are contacted by mail or email several weeks prior to the meeting date and a reminder is sent a few days before each meeting.

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

Enterprise City Schools will utilize community based organizations such as Christian Mission Ctr.,

Coffee County Family Services and the Wiregrass United Way as well as businesses such as Walmart and Publix to assist our schools with parent involvement activities through:

- Providing a funding source for food, school supplies, teacher supplies, etc.
- Providing counseling services for students and families in need
- Providing information/counseling on topics such as drug/alcohol abuse, cyberbullying, etc.
- Providing the Fatherhood Program and Building Blocks Program - training for families with children
- Provide personal and social lessons on topics such as drugs, stress, bullying, cyberbullying, and suicide prevention.
- Provide Extended Day after school program for students in K – 12th grade

Sec. 1116(f)

V. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant

children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Parent meetings are conducted through the school year providing parents with information concerning their child's education, materials to practice needed skills and tips for parents. Communication involves a variety of media such as telephone calls, email and parent/teacher conferences, and SchoolCast/Messenger. TransACT or in person translators are used when needed to communicate with non-English speaking parents

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 the Federal Programs Advisory Committee Meeting held on August 17, 2020. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 11th, 2020.

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Person or Entity **Date of Approval**

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

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

(i) Whether the student's teacher—

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

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

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

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

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

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

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

LEA CONSOLIDATED PLAN ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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