Colbert County Schools
PARENTS RIGHT-TO-KNOW

(A) QUALIFICATIONS- At the beginning of each school year, Colbert County Schools shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and Colbert County 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 teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

(ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

(iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

(iv) 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:

(i) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and

(ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

(C) FORMAT- The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(D) Description of how the LEA will use funds to support after-school (including before school and summer school) and school year extension programs.

Summer Reading Program: Each summer the District provides a summer reading program for grades K-6 in partnership with our local public libraries. Tutoring and remediation programs are offered after school and during the summer for at risk students.

LEA Consolidated Plan Assurances:

- Since all Title I schools are servicing children through continuous improvement plans, all migratory children would be provided equal services in all elementary schools. First priority for services would be given to migrant students who are failing, or most at risk of failing and have an interrupted school year.
- Provide services to eligible children, teachers, and parents attending private elementary schools and secondary schools in accordance with section 1112, and timely and meaningful consultation with private school officials regarding such services;
- The Colbert County School System is committed to participating in the National Assessment of Educational Progress. This provides an opportunity to participate on the national level. Even though we do not get specific scores for our local educational agency, we are able to get statistics on how the group of students did and how our state achieved in comparison to other states. The students are also exposed to a national test which is beneficial for them to gain experience in taking a nationally normed test.
- Services for Children with Limited English Proficiency, Children with Disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase effectiveness duplication, and reduce fragmentation of the instructional program. EL students are served through Title I, Homeless Children and Youth, IDEA, and State Funds, depending on their qualifications for services. LEP students are given tutoring services. Students with disabilities receive services under Title I, IDEA, Migrant, Immigrant and State funding contingent upon meeting the criteria to be served. These services are coordinated to eliminate duplication of services and to conserve funds to make the funds extend further. Homeless Children and Youth funds are used to meet the needs of children who qualify and do not attend Title I schools. A needs assessment is done on each child who qualifies to determine their priority of needs. All programs work together to coordinate the programs in the best interest of the students. Integrating program strategies, increasing cross-program coordination, and providing enhanced planning and service delivery provides for improved services for students, educators, and staff. Cooperation and collaboration to incorporate program goals helps ensure meeting the state's challenging and performance standards.
- Colbert County School District will 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 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
- 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.
- 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)).
- Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
- Adhere to its Parental Involvement Policy developed with parental participation;
- Administer programs, activities, and procedures for the involvement of parents in programs consistent with the law. These include: parent/teacher conferences, compacts, parent days, grandparent days, volunteers, homeroom volunteers, PTO/PTA Organizations, plays, chorus presentations, talent show, graduations, and carnivals;
- Assist schools in developing a Parental Involvement Plan;
- One percent of the Title I allocation will be reserved for parental involvement and at least ninety-five percent of the one percent will be allocated to each school based on the number of students qualifying for free or reduced lunch.
- Provide technical assistance and support to school-wide programs;
- Work in consultation with schools, as they develop school-specific plans pursuant to section 1114 and assist schools as they implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;
- Consider the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
- Work in consultation with schools as the schools develop and implement their plans or activities under section 1118 and 1119;
- Ensure, through incentives for voluntary transfer, the provision of professional development, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
- Use the results of the students' academic assessments, required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) within 21 years;
- Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an

understandable and uniform format and, to the extent practicable, provided in a language the parents can understand; and;

- Assist each school served by the agency and assisted under this part in developing identifiable examples of high-quality, effective curricula consistent with section 1111(b) (8) (D).
- School Parent Compacts will be developed and distributed to students and parents each year stating the responsibilities of the school, parents and students in the academic achievement of each child.
- The schools will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the State's student academic achievement. Parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating when appropriate in decisions relating to the education of their children.
- Communication between teachers and parents will be on an ongoing basis through, at a minimum: parent-teacher conferences at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- School personnel and parents work together as partners to implement and coordinate parent programs and build ties between parents and the school.
- Information about parent programs will be communicated to parents in an understandable format.
- Meetings will be held at times conducive to parents' work schedules.
- Parents' LEP students, disabled students, and migratory students will be provided full opportunities for participation and reports will be disseminated in understandable languages.