

LEA Consolidated Plan

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:

â€¢ 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.

â€¢ 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

â€¢ has an effective plan date.

â€¢ 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.

â€¢ has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

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

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

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

Pelham City Schools believes that all children can meet and/or exceed the State academic standards given the right supports and learning environment. To that end, our curriculum staff has developed a well-rounded program of instruction to meet the academic needs of all students. Our teachers are trained in curriculum that meets the needs of the most gifted child and the needs of those who need extra support and assistance. Our programs require that teachers assess students regularly and that they meet to discuss the results of those assessments.

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

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

In order to adequately monitor student progress, Pelham City Schools regularly assesses student progress. In addition to teacher formative and summative assessments, we employ the nationally-normed Scantron assessment three times per year. The results of these assessments are discussed throughout the school year during data meetings to identify students who may be at risk of academic failure.

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

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

Students identified as needing additional academic assistance have many avenues for help and support. Within the individual schools, based on needs each unique school has identified, a sampling of such offerings are sheltered classes, study halls, corrective opportunities, before/after school tutoring or homework help. Most students who need extra support are placed a support plan with the Problem Solving Team (PST) to ensure that adequate monitoring is provided. If a student has targeted and identified needs past those provided through the PST process, he/she may receive services offered under special education through an individual education plan or an English learner plan.

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.

Student success is our highest priority. By monitoring student progress, we can accurately gauge our students' needs and match those needs

with effective instructional practices. In order to make sure that those instructional practices are employed, we offer our teachers effective and proven professional development to ensure that the instruction we offer our students provides optimal conditions for student learning. Training in ESL strategies, A+ College Ready, Project Lead the Way, and Leader in Me are just a few of the opportunities afforded our teachers.

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

Every teacher in Pelham City Schools is a highly qualified professional who teaches in the field for which he or she is certificated. Teachers who are identified as being "ineffective" are given extra support by exemplary peers and instructional coaches. Students who are at risk due to socioeconomic status or ethnicity are placed with teachers who are effective in their fields to the extent possible. When not possible, they are placed with teachers who are being supported by mentors and/or instructional coaches. Pelham City Schools provides an intense mentoring program for all new teachers and for teachers new to our system.

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

We do not have any schools identified as "Comprehensive Support" in Pelham City Schools. Pelham Park Middle School has been defined as a "Targeted Support School" based on the underperformance of one of its subgroups. The system provides the school with extra support by offering an instructional coach, professional development, and the support and assistance of our Curriculum and Instruction Director.

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).)

In Pelham City, our two elementary schools are served with Title I funds. Both schools meet the requirement of being at least 35% poverty.

8. Sec. 1112(b)(5)

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

Our school system follows the school-wide assistance model, where Title I funds are used on a school-wide basis.

9. Sec. 1112(b)(6)

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

We believe that homeless children and youth have a right to the same availability and equity in education that all of our students receive. We ensure that additional funds are available to help support the educational needs of our students, including such things as school supplies and course or supply fees. We also help families by providing information on local agencies that offer services.

10. Sec. 1112(b)(8)

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

We do not use Title I funds for early childhood programs; however, we do provide "kindergarten camps" to introduce all school-aged children to our elementary schools. These camps give our children an opportunity to spend time with their teachers and to have a better understanding of what the expectations are when they do begin school.

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.

We do not use a targeted assistance model but rather a school-wide model.

12. Sec. 1112(b)(10)(A)

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

Our middle school holds a camp for sixth graders to help them in their transition to middle school. In addition, the middle school counselors go to the elementary schools to meet with the children and to help them understand the course-selection process. The middle school also holds a spring parent night to explain course selection and elective opportunities to parents.

The middle-to-high transition is very similar. Counselors from the high school come to the middle school to help students understand the course selection process. The high school also hosts a ninth grade camp to introduce students to the expectations and routines of high school. In addition, we provide an English-language transition summer program.

In order to help students transition to post-high school life, the high school does many things. They invite colleges and military recruiters to come in for college night. They offer many college and career academies to help train students and to help prepare them for future careers.

They also invite employers to come in and speak to students about different careers and help establish internship opportunities with local businesses. In addition, the system has employed a career coach, who is an essential part of helping educate students about their opportunities.

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

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

Students in middle school complete 4-year plans in the Kuder program to help them identify their goals and to create a road map for getting there. The counselors host a career day and invite people from different careers to come in and talk to students.

At the high school level, agreements are established with local colleges to provide opportunities for students to participate in dual and/or concurrent enrollment opportunities. Additionally, students have access to a career coach and to career assessments and planning through Kuder.

14. Sec. 1112(b)(11)

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

Pelham City Schools believes strongly in the need to keep students in the classroom. Currently, the overall percentage of days where discipline removes students from school is less than 1%. Instead, students may be moved to alternative settings where their education continues without interruption.

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

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

Pelham City Schools offers many opportunities for students to receive academic and career preparedness education. Beginning at the middle school level, students can enroll in pre-academies that lead to academies at the high school level. Many of these academies are geared toward STEM-related fields, fields which are very much in demand. Students also have available to them academies that are geared to technical and/or post high-school career opportunities, such as culinary/hospitality and informational technology.

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

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

Pelham High School allows students to receive academic credit while participating in internships with local businesses.

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

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

Because we use a school-wide assistance model, funds used benefit all students including those identified as gifted and talented.

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

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of 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.

Schools are encouraged to involve all stakeholders in identifying and meeting the learning needs of students. This includes, but is not limited to, committees of stakeholders who work with our school library programs to help students in using and understanding all forms of media in improving overall academic achievement.

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 paragraphs (1) and (2) of section 1111(d).

Each school that is a part of the LEA has representation on a joint committee involved in writing the LEA's plan. This involvement includes the development of our support and improvement plans. Schools provide contact information to the LEA, which, in turn, reaches out to the contacts to set up meeting times to write, discuss, and review the plan.

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.

PCS works closely with our schools and community to assist building relationships and capacities within and among our local schools and community agencies and businesses. Through relationships such as those with HICA, United Way, and the Chamber of Commerce and through partnerships with Chilton Shelby Mental Health to employ a social worker and through the employment of a part-time career coach, the system provides many valuable resources and opportunities for building capacity and creating meaningful partnerships with stakeholders. The outcome of these partnerships is geared at assisting our schools with improving student achievement and performance.

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.

Because we believe that all of our efforts should be streamlined and coordinated to serve the needs of our students, we make every effort to ensure the relevance of our programs and initiatives. By making sure that our goals are consistent among our schools and between the schools and the LEA and by making sure that all program areas within the LEA are communicated and consistent, we can ensure that our efforts are coordinated, integrated, and relevant at all program levels—Federal, State, and local.

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)

The LEA engages in two primary activities to evaluate the effectiveness of our parent and family engagement policy. The first is to conduct interviews of our parents/families in different formats and languages in order to allow greater accessibility. Families have an opportunity to respond online, or they can complete the survey on paper and send it back in. This helps to prevent barriers in language and in possible issues with technology.

The second thing we do is to have an end-of-year parent meeting to review the plan. We invite family members who represent a cross section of our student population, and we provide translators as needed, so that the meeting is accessible to all attendees.

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

In order to assist families with being involved, our schools host a number of events—parent nights, math/science/reading nights, open houses, and college nights to name a few. Notices go home in more than one language, and interpreters are available at events as needed.

(iii) strategies to support successful school and family interactions

One thing we do to help ensure healthy school and family interactions is to support all new teachers in working with families. Because we have a large Hispanic population, another thing we do is offer bilingual support for our EL families. In addition, we offer parent communication in a variety of media—Remind (for those parents who choose to sign up), Facebook, weekly newsletters to name a few.

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

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

Information from parent meetings and surveys are shared with all LEA administrators for the purpose of evaluating and, where necessary, revising our parent involvement policies and strategies, so that we most effectively serve our parents and community.

#### 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. Each school provides contacts for an LEA parent committee, which, in turn, becomes that school's parent advisory board. The advisory board becomes the conduit for sharing information from the local school to the LEA's overall panel and for taking information from the LEA panel back to the local schools.

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

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

In order to address the parents and to assist them in understanding various State standards and assessments, our schools hold a wide range of meetings and events: math, science and/or reading nights, informative sessions with counselors on understanding test scores, and student and/or teacher led parent conferences, to name a few.

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.

Our schools make many publications available to parents to help them understand and be informed about various topics regarding literacy and technology. These publications are distributed in school offices and during school events such as math/science/reading nights and Open House nights.

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

Our system shares information on working with parents in a variety of ways. We work with school personnel on parent communication during New Teacher Orientation, during data meetings, and during other forms of Professional Learning Communities (PLCs).

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

children.

Each school has a schedule of parent meetings during the school year. Those meetings focus on both the academic and emotional/social needs of students. Such meetings are for all students, from our pre-K students to our seniors in high school.

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

We communicate with our parents and community in a variety of ways. We send out a system newsletter in addition to the newsletters or memos sent out by each of our schools. We also have a Facebook page, and our individual schools utilize Twitter and other social media.

For our non-English speaking families, each school has a translator who helps keep families informed and participates in school events to translate for them. In addition, the system and/or the local school translator translates documents and notifications into Spanish.

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

We work diligently to honor parent requests. We work closely with our school PTO programs, and we have parents on each of our system committees. By maintaining contact with our parents and ensuring that they serve on our committees, we hear what our parents are saying and try to honor their requests to the extent possible.

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

Parents serve on each of our system committees, thereby giving them an opportunity to give us input in the day-to-day operations of our schools and in the areas of concern they have. This participation gives us information about areas of focus when developing and planning our system training goals.

N. 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.

We consider parent and community engagement a high priority, and we have very successful partnerships with many community groups. When funds have been exhausted, many of our community partners would be willing and available to help us with teacher training—groups such as HICA for training related to our Hispanic families and the Shelby County Task Force and Drug Coalition for other forms of training, for example.

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

We utilize a variety of sources to help offset expenses such as Title I set-aside funds and United Way grants funds.

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

Much of this training occurs during the system committees that parents serve on. These committees generally have at least one member of each local school's PTO serving. Therefore, this training can be taken back to each local school and turned around by the attending PTO member.

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

Our schools generally host at least two times of major events—one in the morning and one in the evening. Additionally, parent conferences and individual meetings are scheduled, to the extent possible, at a time convenient for parents. When parents cannot attend, we host meetings via phone conference.

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

Many of our best ideas on involving parents come from the parents themselves during system committee meetings. We try to take their ideas and suggestions and implement them when possible. Additionally, our technology department has been integral in how we use technology in improving parent communication. For instance, now each student has a Google account, and parents can, in many cases, stay abreast of their child's progress and existing assignments through Google classroom.

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

Our system has a Federal Programs Advisory Committee. Each of our Title schools submits names of parents, teachers, and

community members to the system coordinator. The coordinator establishes meetings and agendas and reaches out to those parents to set up convenient meeting times. This creates an opportunity for parent involvement and for the system to hear the needs of the parents and community.

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

Our system and each of our local schools has established relationships with community-based organizations and businesses to support existing needs. Those partnerships may involve presenting informational sessions to parents such as the HICA's programs related to our Hispanic community or the Drug Coalition presenting information to families regarding trends in student drug use and signs to watch for. Or it may take the shape of funds being made available to help parents with transportation costs in order that they have the means to attend parent activities.

Sec. 1116(f)

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

This question reflects E above.

This answer is in response to "U" on the paper form: Describe how the LEA, 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.

We are able to support our families in a variety of ways. We have provided sign-language interpreters for our deaf parents, language interpreters to our non-English speaking families, safe ADA facilities for our families who may have disabilities, and financial assistance to families who may not have the financial means to come to our schools and be involved. By providing parents such assistance, we facilitate informed participation of parents and family members.

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 signatures from our LEA Federal Programs Advisory Committee.

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

October 15, 2017

PLAN APPROVED BY (Person or Entity)

Dr. Scott Coefield

DATE OF APPROVAL

September 26, 2017

#### PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

##### (1) INFORMATION FOR PARENTS

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

(i) Whether the student's teacher

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

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

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

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

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

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

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

Assurances

#### LEA CONSOLIDATED PLAN ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.

Section I Coversheet, Assurances, Signature Page

EL DISTRICT PLAN COVER SHEET

Local Education Agency (LEA) Name:

LEA Contact for ELs:

Name:

Signature:

Position and Office:

Email Address:

Telephone:

Fax:

Check box if LEA receives Title III Funds

Check box if LEA receives an Immigrant Grant

ASSURANCES

The LEA will:

- Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan
- Assure that all teachers in any language instruction educational program for English Learners (ELs) that is funded with any source of federal funds are fluent in English, including having written and oral communication skills
- Assure that all schools in the LEA are in compliance for serving English learners
- Assure that all individuals used as translators or interpreters are fluent in the language they are translating.
- Assure ELs have equal access to appropriate categorical and other programs and are selected on the same basis as other children

(The following assurances apply only to LEAs that receive Title III funds)

- Assure that the LEA has a process for parents to waive Title III Supplemental Services.
- Assure that the LEA has an Equitable Services Implementation plan, if applicable.
- Assure timely and meaningful consultation with private school officials regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable

SIGNATURES

EL Program Administrator Signature and Date

LEA Superintendent Signature and Date

\*EL Advisory Committee Signatures

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the *Every Student Succeeds Act* (ESSA) for serving students who are English learners and immigrant students, where one or more students are determined to need support. The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.

The Comprehensive EL District Plan should address each aspect of the instructional program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should: contain sufficient detail and specificity so that all employees can understand how the plan is to be implemented; and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs may refer to the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving

ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at [www.alsde.edu/departmentoffices/federalprograms](http://www.alsde.edu/departmentoffices/federalprograms).

\*THIS SIGN-IN SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DONâ€™T.

## Section II Checklist

EACH LOCAL DISTRICT THAT DOESNâ€™T RECEIVE TITLE III MUST USE THIS PLAN TEMPLATE

### A. REQUIRED THEORY AND GOALS

The LEAâ€™s educational theory and goals for its program of services â€” to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)

### B. IDENTIFICATION AND PLACEMENT PROCEDURES

1) Include the LEAâ€™s procedures for identifying members for the EL Advisory Committee.

2) Include the LEAâ€™s methods for identifying, placing, and assessing the students to be included in the English language instruction educational program. The following components must be explained in the plan.

â€” Home Language Survey

â€” WIDA Online Screener

â€” WIDA-ACCESS Placement Test (W-APT) for Kindergarten

â€” WIDA Measure of Developing English Language (MODEL) for Kindergarten

â€” ACCESS for ELLs 2.0â„®

3) Include the method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress for a period of at least four years (new in ESSA), and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0â„® English language proficiency test.

### C. PROGRAMS AND INSTRUCTION

1) Describe the programs and activities that will be developed, implemented, and administered to ensure that ELs acquire academic language as part of the core LIEP.

â€” Process the system uses to conduct a comprehensive needs assessment

â€” Rationale for selecting the particular EL program/s and how they are evidence-based

2) Describe how language instruction educational programs will ensure that ELs develop English proficiency:

â€” How data is used to improve the rate of language acquisition for ELs

â€” How the LEA supports each school with respect to continuous improvement practices and specific professional development

â€” How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum

3) Describe the grading and retention policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.

4) Include details on the specific staffing and other resources to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.

â€” Qualified personnel (state certification and/or ESL licensure)

â€” ESL staff development

â€” Content teacher and administrator staff development

5) Describe how the LEA will collect and submit data in accordance with SDE requirements.

â€” How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

6) Include the LEAâ€™s method for evaluating the effectiveness of its program for English learners

â€” LEA engagement in the continuous improvement cycle

â€” In relation to English proficiency and challenging state academic standards

7) Include LEAâ€™s method of identification and referral of ELs for special services (including Gifted Ed) Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

### D. ASSESSMENT AND ACCOUNTABILITY

1) Describe how the LEA will encourage and hold schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program.

â€” Including coordination with the LEA Test Coordinator/Director

â€¢ Including communication of assessment and accountability requirements to schools

2) Describe how the LEA will hold schools accountable for meeting proficiency and long term goals.

â€¢ Monitoring and evaluating school engagement with continuous improvement plan

#### E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

1) Describe how the LEA will inform EL parents using information and notification in the following format:

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to

1. The reasons for the identification.
2. The childâ€™s level of English proficiency.
  - a. How such level was assessed.
  - b. The status of the childâ€™s academic achievement.
3. The method of instruction used in the program
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing:
  - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)
  - b. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)
  - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

#### SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.

Alabama Education Stability for Foster Students

LEA STUDENT IN FOSTER CARE OVERVIEW

3 Number of Students in Foster Care SY 2015-2016 (Enrolled for Previous School Year): 4 Number of Students in Foster Care SY 2016-2017 (Currently Enrolled):

List Agencies in Collaboration:

Pelham City Schools  
Shelby County Department of Human Resources

Policy Review and Revision (Describe how each agency in collaboration reviewed policies and the revisions made to policies as a result of reviews.)

Pelham City Schools collaborated with Shelby County DHR on 7/13/17. We discussed support services for after school tutoring, school supplies, school fees, field trips, clothing, medical services, extra-curricular activities, and transportation.

Describe Collaboration and Coordination with Agencies (Include a list of team members, positions, signatures, and agencies.):

Susan Hyatt, Pelham City  
Floyd Collins, Pelham City  
Kim Mashego, Shelby Co. DHR (see related documents for signatures)

LEA(s) Point(s) of Contact:

Susan Hyatt

DHR(s) Point(s) of Contact:

Kim Mashego

LEA STUDENT IN FOSTER CARE RESPONSES

2 C. F. R. §§ 200.331(d), 200.328(a); 34 C.F.R. §76.770; ESSA SECTION 1111(1)(e) - LEAs must implement the Title I educational stability requirements of children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and
- That the new (enrolling) school immediately contacts the school of origin, to obtain relevant academic and other records.

Describe procedures for implementing the above provisions.

**A student in Foster Care within the Pelham City School District will have the right to the following:**

- o Access the same public education as other children
- o Continue in the school they attended before foster care placement (i.e. school of origin), if it is determined to be in the student's best interest. Transportation will be provided, if needed, to the school of origin.
- o Participate in all programs and activities available to students that are not in foster care
- o Enroll immediately in school with no barriers to enrollment. The school counselor will work with the foster parents and the Shelby County DHR case worker to obtain necessary records.

ESSA Section 1111(g)(1)(E)(i) " A description of how the LEA in collaboration with the local child welfare agency will ensure that in determining whether it is in the child's best interest to remain in his or her school or origin, and LEA takes into consideration all factors relating to a child's best interest. Description of how the LEA will work with child welfare agencies to develop a clear policy or protocol on how to make best interest determinations including making every effort to gather meaningful input from relevant parties, in addition to required child welfare and school representatives, in deciding what school placement is in a child's best interest. Include a description of protocols in this description.

Student is in Foster Care within the Pelham City School District have the right to the following:

- o Access the same public education as other children

- Continue in the school they attended before Foster Care placement (i.e. school of origin), if it is determined to be in the student's best interest. Transportation will be provided, if needed, to the school of origin.
- Participate in all programs and activities available to students that are not in foster care.
- Enroll immediately in school. The school will work with the foster parents and the Shelby County DHR case worker to obtain necessary records.

Additional Support Services, if needed, are provided to students in Foster Care. These services include, but are not limited to:

- Tutoring
- After school care
- School supplies
- Payment of class fees/dues
- Payment of field trips
- Clothing
- Personal hygiene items
- Extra-curricular activities
- Medical services

The local school counselor at each student's school is the contact person regarding any of the above services. The counselor will contact Pelham City Schools Federal Programs Coordinator, who serves as the district liaison with the Department of Human Resources (DHR). The Pelham City Schools Federal Programs Supervisor will contact DHR to facilitate meeting the educational needs for students in foster care. The Pelham City Schools Federal Programs Supervisor, Shelby County DHR, the school counselor and the foster parents will work together to fund field trips and extra-curricular activities that academically support each identified student.

#### Tutoring

Pelham City Schools Federal Programs Department will work with the school counselor to contract with a teacher within the student's school to provide after school tutoring when needed. Foster parents are required to pick the student up immediately after the tutoring session ends.

#### After School Care

Shelby County DHR will provide for after school care from 3:00-6:00 p.m. for students 5-12 years of age if foster parents are employed during these hours.

#### Medical Services

Shelby County DHR will address medical needs of students that are not met by Medicaid (dental, vision, prescriptions, etc.).

#### Transportation

- Shelby County DHR and Pelham City Schools will work together to come up with an equitable plan for transporting foster care students to and from the school of origin. If it determined that the student is best served by remaining in the school of origin and DHR is unable to assume and/or equally divide the cost of transportation, PCS will assume the cost of transportation.

ESSA Section 1112(c)(5)(B) Description of transportation protocols and procedures to include how additional costs for transportation will be calculated and funded as well as a policy for LEAs to resolve best interest disputes and interagency disputes related to transportation costs. Description must include how transportation and transportation costs will be monitored. (Include LEA and welfare responsibilities for providing transportation.)

Description of Dispute Resolution Policy

- Shelby County DHR will work with foster parents to provide for out of zone transportation of students to their school of origin within Pelham, Alabama.
- Shelby County DHR will coordinate transportation for all students placed in foster homes or in the home of a caregiver outside of Pelham, Alabama.
- If the foster parents are unable to transport the student to their school of origin but have a relative who will be transporting the student to and from school each day, Pelham City Schools and DHR will divide equally the current rate of mileage reimbursement to the school of origin.
- If the foster parent or a relative is unable to transport the student to their school of origin, Pelham City Schools Federal Programs Department, Shelby County DHR, the school counselor, and the foster parents will work together to review other possible modes of transportation.

Any dispute will be resolved by determining what is in the best interest of the child.

ESSA Section 111(g)(1)(E)(ii)-(iii) Describe protocol for a child in foster care to be immediately enrolled in a new school.

Students living in foster care will be enrolled immediately in a new school. **There will be no barriers to their enrollment.**

The school counselor will work with the foster parents and the Shelby County DHR case worker to obtain necessary records.

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.

\* = Required

RELATED DOCUMENTS		
	TYPE	DOCUMENT
 	*N and D Transition Plan	<a href="#">N &amp; D Plan</a>

CHECKLIST DESCRIPTION ([COLLAPSE ALL](#) [EXPAND ALL](#))

- 1. LEA Consolidated Plan Needs ALSDE Review 
  - 1. All LEA Consolidated Plan questions answered
- 2. Foster Care Plan Needs ALSDE Review 
  - 1. All Foster Care Plan questions answered or
  - 2. Foster Care Plan uploaded in the document library
  - 3. Foster Care Signature Page uploaded in the document library