

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:

- 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, It 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.

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.

The Huntsville City Board of Education engages in the use of various assessment measures to monitor student progress toward meeting the state's challenging academic content standards, the assessment measures include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8th Edition and STAR 360.

The DIBELS 8th Edition progress monitoring (and benchmark) assessments gauge student progress toward literacy development and provide teachers with information needed to inform instructional practice.

The STAR 360 suite of assessments offers a cost-effective, computerized assessment solution in the areas of reading and math. K-5 students participate in universal screening, benchmark, and progress monitoring opportunities. The efficiency of STAR 360 leads to a significant increase in Academic Learning Time which is perhaps the most important single factor in

improving student achievement (Berliner, 1991; Gettinger, 1989). STAR 360 makes instructional time more productive by providing accurate information about student achievement, growth, and instructional needs.

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.

Students are identified for intervention in a timely manner using student data from the DIBELS 8th Edition assessments, STAR 360 assessment suite, and various other diagnostic screening methods. Reading deficiencies are defined and acted upon. The regular classroom teacher, Alabama Reading Initiative (ARI) Reading Specialist and/or instructional support teachers work collaboratively to identify students' strengths, note areas where improvement is needed, support conferencing with students about their progress, and help those students who have been identified for being at-risk of reading failure. The RtI Model is used to target those students in need of explicit intervention in reading, mathematics and behavior. Appropriate strategies are used based on specific reading interferences, mathematical deficiencies, and/or behavioral supports.

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.

Instructional Data Conversations (IDC) are conducted quarterly throughout the year. The purpose of the IDC is to provide an opportunity for schools to share their current data with the district leadership and learn how their work can be supported. The data points will include academics, attendance, discipline, PBIS, PST, RtI and other pertinent data. The LEA instructional team consisting of the Superintendent, Deputy Superintendent of Instruction, Deputy Superintendent of Learning Supports, Director of Elementary Education, Director of Special Education, Director of Talent Management, Chief Strategy and Innovation Officer, Director of School Readiness, ESOL Coordinator, Federal Programs Coordinator, Director of IT and other administrative team members as deemed appropriate participate in district-wide School Learning Walks as well. The outcome of the School Learning Walks is shared with school-based leadership and/or improvement teams to further analyze data and identify trends in the academic performance of students. Additionally, support is provided to school principals as they execute action plans to help ALL students meet the state's challenging achievement standards, but especially those students who are at-risk of *not* meeting the state's achievement standards. All schools must provide daily academic support time to address subgroup deficiencies. Moreover, through on-going, high-quality professional development opportunities, teachers will continue to hone their skills, thus, helping them meet the needs of individual students. Instructional support teachers are also at various schools to provide intensive and strategic intervention to students who are most at-risk. The LEA instructional team also monitors the Continuous Improvement Plans, PST Plans, and Student Reading Improvement Plans (per HB388-Alabama Literacy Act) at the various schools. Technical assistance is provided to individual schools as deemed appropriate. Special education services are rendered as dictated by Individual Educational Plans (IEPs). Retired educators have also been hired to tutor students at some of our high-needs schools. In addition, the RtI Model has

been implemented for students who are at-risk of failing in reading and/or mathematics. There are several reading intervention programs being employed based on specific deficiencies. Extended learning opportunities are also available to all K-5 students via before-and/or after-school tutorial programs and summer reading camps.

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.

Instructional Data Conversations (IDC) are conducted quarterly throughout the year. The purpose of the IDC is to provide an opportunity for schools to share their current data with the district leadership and learn how their work can be supported. The data points will include academics, attendance, discipline, PBIS, PST, RtI and other pertinent data. The LEA instructional team consisting of the Superintendent, Deputy Superintendent of Instruction, Deputy Superintendent of Learning Supports, Director of Elementary Education, Director of Special Education, Director of Talent Management, Chief Strategy and Innovation Officer, Director of School Readiness, ESOL Coordinator, Federal Programs Coordinator, Director of IT and other administrative team members as deemed appropriate participate in district-wide School Learning Walks as well. The outcome of the School Learning Walks is shared with school-based leadership and/or improvement teams to further analyze data and identify trends in the academic performance of students. Additionally, support is provided to school principals as they execute action plans to help ALL students meet the state's challenging achievement standards, but especially those students who are at-risk of *not* meeting the state's achievement standards. All schools must provide daily academic support time to address subgroup deficiencies. Moreover, through on-going, high-quality professional development opportunities, teachers will continue to hone their skills, thus, helping them meet the needs of individual students. Instructional support teachers are also at various schools to provide intensive and strategic intervention to students who are most at-risk. The LEA instructional team also monitors the Continuous Improvement Plans, PST Plans, and Student Reading Improvement Plans (per HB388-Alabama Literacy Act) at the various schools. Technical assistance is provided to individual schools as deemed appropriate. Special education services are rendered as dictated by Individual Educational Plans (IEPs). Retired educators have also been hired to tutor students at some of our high-needs schools. In addition, the RtI Model has been implemented for students who are at-risk of failing in reading and/or mathematics. There are several reading intervention programs being employed based on specific deficiencies. Extended learning opportunities are also available to all K-5 students via before-and/or after-school tutorial programs and summer reading camps.

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

Title II provides professional development opportunities for teachers, principals, and other administrative members. Some of the professional development opportunities include, but are not limited to: Virtual coaching during the implementation of evidence-based programs. Virtual coaching of lead teachers in the areas of summer training and monthly meetings. Instructional coach support for lead teachers as they train and coach staff members

using A+ College Ready training modules. Title II funding supports on-going, high-quality professional development opportunities for teachers in reading (Balanced Literacy Components, and Reading Coaches Academy) and math as well as the Secondary Enhancement/Literacy Pathway PD, and Social Emotional Learning and Culturally Responsive Teaching. In addition, Title I funds are coordinated with Title II funds to extend, supplement, and enrich the professional development opportunities afforded to teachers, principals, and other administrative personnel. Title I funds are also used to purchase additional materials and resources in an effort to maximize the strategies learned from professional development sessions, thus creating the propensity for increased student learning.

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

Based upon the information revealed from the assessments, intervention strategies are implemented to help children meet the state academic achievement standards. Intervention strategies include, but are not limited to:

- Differentiated groupings in Tiers I & II (Reading and Math)
- District-wide use of a coherent & contiguous curriculum & resources (Reading and Math)
- Targeted word-level and comprehension instruction (Reading)

Moreover, instructional delivery is tailored to accommodate a variety of learning styles, thus, maximizing the potential for academic success.

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 that will be used to select school attendance areas will be any school within the Huntsville City Board of Education district that has a 75% poverty rate or higher based on free and reduce priced lunches and/or application of the Community Eligibility Provision (CEP) formula to determine percentages.

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

Huntsville City Board of Education schoolwide programs are comprehensive reform strategies designed to upgrade the programs in a Title I school; our goal is to provide the needed supports to ensure that each student receives an excellent foundation that will propel them forward in their educational journey. It is our goal that all students, particularly those who are low achieving, will demonstrate proficient and advanced levels of achievement on State academic achievement standards. Schoolwide programs have a comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

All schools are assigned a District Curriculum Specialist that provides additional instructional support and technical assistance throughout the year. The Specialist monitor progress in the schools and assist the Federal Programs Coordinator and the Deputy Superintendent of Instruction, the Deputy Superintendent of Learning Supports, and the Chief Strategy and Innovation Officer in making sure that schools stay in compliance and are implementing their plan. Monthly reviews of ACIPs are done by the schools' leadership team to help support teachers as they provide services for students. These reports are recorded and maintained on site and a copy is reviewed and sent to central office. The last review which is usually done in May serves as the evaluation of the ACIP. The results are use in planning for the next year. Federal Programs conducts budget meetings throughout the year as well as provide a monthly copy of each school budget to the schools.

If a student commits a repetition/progression of Level 3 offenses, or a Level 4 offense (i.e. drugs, arson, assault, stealing, weapons), he/she may be expelled from the neighborhood school. Under most circumstances, a student may be offered placement at the HCS alternative school, in lieu of expulsion. The alternative school program offers students the option of continuing their education by attending the alternative school program for a period of time which is based on the nature of the offense-either one or two semesters. All students are enrolled in the same core classes taken at their previous schools. Students are required to uphold Huntsville City Board of Education System's policies and procedures during the enrollment period.

The Neaves Davis Center is a temporary court-ordered placement for students having gone through the juvenile justice system. The facility houses students from ages 13-18. Students average stay is about 30 days. The center serves students in the four core subject areas: Math, English, History and Science.

In addition to the expelled student population, students who are transitioning from the Department of Youth Services (DYS) to Huntsville City Schools, must complete a 30-to-60

day transitioning period in our alternative program. The 30-to-60-day transition period is designed to assist with reacclimating students to their environment, as well as ensure that they are academically on track. The progress of these students is monitored during this period. If they have demonstrated academic and behavioral success the students will be eligible to return to their school of origin following a “Return to Learn” meeting. Participants in this meeting include the alternative school administrator, select faculty members, the students and their parents/guardians, and the administrator of the student’s school of origin. During this meeting, a plan for successfully transitioning the students to their school of origin is discussed and agreed upon by all participants. The students are monitored for a short period after reentering the school of origin to ensure their transition is successful. If any issues arise during this transition, the plan can be adjusted to address these issues. The end goal is to ensure the student can remain in their school of origin and be as successful as possible.

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.).

The McKinney-Vento Act defines homeless children and youth as:

1. Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are: sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as double-up); living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; or abandoned in hospitals.
2. Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human-beings.
3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
4. Migratory children who qualify as homeless because they are living in any of the circumstances described above.

The district’s homeless liaison, school personnel, and members of other community agencies will work collaboratively to meet the needs of homeless children and youth. Interviews will be conducted by appointed personnel (district’s homeless liaison, school’s homeless liaison, social worker, truancy officer, or school counselor) with the client(s) to determine specific individual or family needs. Services provided will include provisions for education, shelter and food referrals, medical and dental referrals, assistance with fees associated with educational field trips and other school related fees, transportation assistance to and from school, clothing, personal hygiene products, as well as other provisions and services as

needed. Referring sources can include administrators, school counselors, teachers, nurses, social worker, truancy officer, school office staff, central office staff, community agencies/partners, the Housing Authority, English for Speakers of Other Languages (ESOL), the local police and fire departments, Salvation Army, North Alabama Coalition for the Homeless, local shelters, Crisis Services of North Alabama, and any others who become aware of a person in a homeless situation. Referrals to appropriate community agencies will be made as necessary.

Collaboration between the Education for Homeless Children and Youth Program and other Federal Programs (i.e. Title I, Title III, FACT Program, Head Start, Migrant, and Drug Free Schools and Communities) will also be utilized to ensure quality services to children and youth.

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

The Huntsville City Board of Education does not have an Even Start or Reading First Program at this time. Presently, we have Pre-Kindergarten Programs in all Elementary schools. The thirty-eight classes currently receive funding through The Department of Early Childhood Education Grants and local funds.

Huntsville City Schools has a Memorandum of Understanding with Community Action Partnership of North Alabama. Seven Head Start classes are housed at four school sites.

Remote Learning will occur in the event of school closure. Students will receive at-home instruction via District approved platform.

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.

Title II provides professional development opportunities for teachers, principals, and other administrative members. Some of the professional development opportunities include but are not limited to: Virtual coaching during the implementation of evidence-based programs. Virtual coaching of lead teachers in the areas of summer training and monthly meetings. Instructional coach support for lead teachers as they train and coach staff members using A+ College Ready training modules. Title II funding supports on-going, high-quality professional development opportunities for teachers in reading (Balanced Literacy Components and Reading Coaches Academy) and math as well as the Secondary Enhancement/Literacy Pathway PD, and Social Emotional Learning and Culturally Responsive Teaching. In addition, Title I funds are coordinated with Title II funds to extend, supplement, and enrich the professional development opportunities afforded to teachers, principals, and other administrative personnel. Title I funds are also used to purchase

additional materials and resources in an effort to maximize the strategies learned from professional development sessions, thus creating the propensity for increased student learning.

Presently we do not have a Targeted Assistance school. A student is eligible to receive Title I services in a Targeted Assistance Program if the school identifies the student as “failing” or most at-risk of failing to meet the state’s student academic achievement standards.

****The Huntsville City Board of Education does not have any Targeted Assistance Programs. All the Title I Programs are Schoolwide.***

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.

Middle Grades to High School

In Huntsville City Schools, the transition from middle grades to high school is not an event, it is a journey. Individual high schools plan different activities and events beginning each spring and continuing into the school year. These events vary from high school to high school depending on the specific student population.

Some of the events offered to students in middle grades before they enter high schools are: spring open house, summer bridging sessions, and prep courses for freshman high school courses.

Just as school begins, students are invited to orientation to pick up their schedules and familiarize themselves with the building. An open house is held the first month or two of school for parents and students to get to know the administrators, teachers, their expectations, and classroom procedures.

Many middle grades schools have an advisory time built into their daily schedule. This is a very important time of the day as middle grades students make connections and build meaningful relationships with an adult in their building. This advisor is someone they can go to for academic and personal/social support.

Through its partnership with AVID, Huntsville City Schools works to close the opportunity gap and prepare all students for college readiness and success. Middle school students in 8th grade have the opportunity to take the AVID elective class and receive additional social, emotional, and academic supports. During the AVID elective class time, students participate in content area review, academic tutoring, character development, goal setting, and school/community involvement activities.

High School to Postsecondary

Throughout the school year, the two District College and Career Counselors hold offices hours at the six high schools to individually advise students and answer questions that pertain to their

post-secondary goals. Several high schools have a college and career center with valuable information to share with students.

During the summer, the District College Counselors host a College Crash Course Event for Seniors. This year the event will be held in a virtual format. Students rotate through a series of informational sessions such as Paying for College, Applying to College and Careers 101.

In August, the District College Counselors hold a parent outreach session titled Applying to College. Monthly parent outreach sessions are held both during the day and at night to assist parents with college planning. Some of the topics covered in these sessions include Financial Aid 101: The Basics, Scholarships 101: The Search and Applications, and The SAT/ACT & PSAT: Why these tests matter.

Students typically attend a college fair at the beginning of the year, hosted by one of the local colleges. However, this year all college visits and college fairs will be done in a virtual format. Our District College Counselors will schedule virtual informational sessions with a variety of colleges, and they will act as moderators during the sessions.

Through its partnership with AVID, Huntsville City Schools works to close the opportunity gap and prepare all students for college readiness and success. High school students in 9th grade have the opportunity to take the AVID elective class and receive additional social, emotional, and academic supports. During the AVID elective class time, students participate in content area review, academic tutoring, character development, goal setting, and school/community involvement activities.

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.

The dual enrollment program for Huntsville City Schools allows students to receive both high school and college credit for certain academic or career technical education courses. Eligible courses can be taken through an Alabama Community College System (ACCS) institution while enrolled in high school for the purpose of earning credits for a high school diploma and/or a postsecondary degree.

Huntsville City Schools has a developed partnership with Alabama Colleges to offer Dual Enrollment opportunities to students. Students can participate in academic or specialized elective classes through a variety of methods: in the traditional college setting, on the high school campus, online, or through hybrid instruction.

Currently, academic dual enrollment opportunities are offered to 11th -12th grade students. Career technical dual enrollment opportunities are offered to 10th - 12th grade students.

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)

Children with Disabilities

Students who are eligible for special education services under IDEA are provided specially designed instruction by a special education teacher. A variety of instructional resources and assessments are available for instructional purposes and data collection for progress monitoring. Teachers continuously review data to ensure appropriate interventions are identified and utilized for increasing student achievement. Special education teachers work collaboratively with general education teachers, instructional assistants, related service providers, behavior specialists, and Board-Certified Behavior Analysts to ensure that the student receives instruction in their least restrictive environment using strategies to meet their individualized needs as planned in the student's Individualized Education Program (IEP). In addition, the district provides a variety of instructional delivery platforms for students who need non-traditional instruction (i.e., virtual, homebound, etc.) that meet the student's individualized needs for instruction, behavior, communication, therapy, and social/emotional learning. Through comprehensive assessment, on-going data collection, a team approach to planning for student achievement, parental involvement, and inclusive practices, the district provides systemic and structured instructional delivery to meet the needs of all students.

English Learners (EL)

The English for Speakers of other Languages (ESOL) program, beginning in kindergarten and continuing through high school, will provide each Multilingual Learner (ML) the opportunity to be successful in academics and support the development of listening, speaking, reading, and writing proficiency.

Students are initially identified through review of the Home Language Survey which is completed at the time of enrollment. Students who qualify based on the state established screening criteria will receive English Language Development (ELD) in the regular classroom, as well as supplemental services through the ESOL program.

ELD is the core program for ELs and is implemented by classroom teachers. Classroom teachers will integrate the use of WIDA ELD Standards with Content Standards utilizing instructional strategies to teach English while helping students learn grade level content. ESOL teachers will provide support by helping classroom teachers develop and implement the Individual English Learner plan (I-ELP) and providing supplemental instruction through a pullout or push-in model. All MLs will participate in the annual ACCESS for ELLs assessment until they attain an overall score of 4.8 or better. The following attainment of English proficiency, students are monitored for four years.

During a pandemic, the ESOL Department will be flexible in adapting to changes in the learning environment and will continue to support students and teachers in both the virtual and traditional settings.

Migrant

The Huntsville City Board of Education Federal Programs Coordinator works collaboratively with the State Migrant Coordinator to ensure that migrant students are documented and receive appropriate services. Employment surveys are completed as part of the enrollment process, these are collected by the ESOL Coordinator, and then provided to the State Department Migrant Coordinator.

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.

Career Academies are in each of our high schools and the Huntsville Center for Technology. The Huntsville Center for Technology provides skill training on an itinerate basis to all Huntsville City Schools high school students. Students have access to several highly technical skills trainings offered at our schools.

Huntsville City Schools offers a total of fifteen career academies.

- Building Sciences located at Huntsville City Annex Complex
- Business Academy - three pathways located at all high schools
 - Business Management and Administration
 - Finance
 - Sports and Entertainment Marketing
- Culinary Arts – located at the US Space and Rocket Center
- Cyber Security – located at all high schools
- Engineering Design and Advanced Manufacturing – located at Grissom and Jemison High Schools
- Entertainment Technology – located at Huntsville High School
- Esthetics/Spa Management and Barbering – located at Jemison High School
- Family and Consumer Science – three pathways
 - Fashion – located at Lee High School
 - Interior Design and Real Estate - Lee High Schools
- Health Science – located at all high schools
- Project Lead the Way – ALSDE Biomedical Sciences Pathway – located at all high schools (no longer PLTW in high school)
- Project Lead the Way – ALSDE Engineering Pathway – located at all high schools (no longer PLTW in high school)
- Precision Machining – located at Grissom High School
- Welding – located at Grissom and Jemison High Schools
- JROTC
 - Air Force JROTC – located at Huntsville and Jemison High Schools
 - Army JROTC – located at Columbia, Grissom, Lee, and New Century High Schools

A student who desires to attend a career academy may be transported to a location which offers the career academy. These career academies offer business and industry certification for students who complete the requirements for certification.

Student organizations are an integral part of career readiness programs. Students are strongly encouraged to join the student organization affiliated with their chosen career readiness program. Student organizations offer students the opportunity to gain valuable leadership, communication, and teamwork skills that will be used throughout life and the possibility to compete and network at the local, state, and national level. Student organizations offered by the district include: DECA, FBLA, FCCLA, HOSA, SkillsUSA, TSA, Greenpower USA, and Cyberpatriot.

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.

Career and Technical Education has an additional component of Work-Based Learning. Work-Based Learning also gives our students the opportunity to participate in apprenticeships, internships, and paid employment in their chosen career pathway. This consists of work experiences which integrates classroom instruction with productive, progressive, supervised work-based experiences. Students can earn up to four credits per school year.

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.

Funds directed to gifted services are used in the following ways:

1. Provide all elementary schools with at least one full-time gifted resource teacher to develop talent and facilitate identification of previously underserved populations. Currently, all Title I elementary schools in HCS have one fulltime gifted resource teacher five days a week.
2. Provide equitable instructional opportunities to all identified gifted students in Huntsville City Schools in both face-to-face and virtual settings. The goal is for all identified gifted students and gifted talent pool students to have an equitable and appropriate educational experience across the district.
3. Provide each elementary school with equitable resources in the gifted resource classroom.
4. Provide appropriate professional development to gifted resource teachers that includes training in culturally responsive instruction and identification procedures for gifted students from populations who may have been previously overlooked. The goal is to build a gifted caseload that is proportional to the district student population and is inclusive of students from populations who have previously been underserved.

5. Create Talent Development and other enriching opportunities for all elementary students, including students from populations previously underserved by gifted programs, such as in-school Technology Fairs, regular talent development sessions with the gifted resource teacher, and summer enrichment programs. The goal is to identify potential and build talent in students across the district, including students from populations previously underserved by the gifted program.

Identifying and serving gifted potential in students and providing an appropriate gifted education to gifted students contributes to the well-being of gifted students in many ways, including:

6. Reduced disciplinary actions while in school
7. Increased high school graduation rates
8. Increased likelihood to pursue graduate and post-graduate degrees
9. Increased likelihood of creative or scientific-technological accomplishment by middle age.

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.

All HCS librarians are awarded funding through the Alabama State Department based on number of teaching units at each school. HCS provides all students with access to technology through a take home 1:1 device initiative in grades K - 12. In addition to our 1:1 implementation, all librarians teach a digital citizenship curriculum, as well as digital literacy skills laid out in the National School Library Standards from the American Association of School Librarians. We also have offered WIFI hotspots available for underserved students through a T-Mobile EmpowerEd grant for two years. This WIFI access is intended to close our achievement gap within our district. As part of on-going student support in a remote learning environment, the software MyOn was purchased to extend reading opportunities away from campus. The district also expanded the range of the network by installing exterior access points. This allows students to visit any campus in the district and connect to the internet with a Huntsville City Schools device.

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).

Huntsville City Board of Education will put into operation programs activities and procedures for involvement of parents in all its schools with Title I Part A programs, consistent section 1116 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

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.**

Huntsville City Board of Education will provide the necessary coordination, technical assistance and other support to assist Title, I, Part A schools in planning and implementing effective parent engagement activities to improve student academic achievement and school performance:

1. Support parent workshops on Title I requirements (Annual Title I Meetings for Parents, School Parent Advisory Councils, Assessments and others as requested).
2. Support (assist, plan, conduct and provide tools and materials) parent workshops designed to provide parents with strategies to reinforce student learning and academic achievement.
3. Support Parent Coordinators by providing professional development, training and resources to support student learning.
4. Inform schools that parents will be included in decision-making (parent advisory, budget, Continuous Improvement Plan, etc.).
5. Inform schools that parent notifications will be provided in the language that is understandable and most familiar to the parent.
6. Ensure all Parent Coordinators are trained and informed regarding Title I information (annual orientation, monthly training, training manuals and on-site visits).
7. Provide schools on-going technical assistance and support as needed and by request (on-site visits, monthly training, telephone and email).

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.**

1. Collaborating with the departments/organizations listed above to provide strategies that can be used by parents to help students learn.
2. Supporting schools' parent engagement workshops that are easy to understand and in a language familiar to parents.

3. Supporting schools' workshops such as building parenting skills, improving reading, math and writing skills, improving student discipline and understanding the testing programs.
4. Coordinating with other local community agencies that provide similar services for families such as those listed above.
5. Providing semi-annual workshops in each Title I School relating to Homework and Study Skills, Planning for an Academic Future, Literacy Strategies, Celebrating, Celebrating Cultural Diversity, College and Career Planning and Improving Community and School Relationships.
6. Providing Blended Learning opportunities for all parents whose children attend HCS.

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)

Huntsville City Board of Education along with parents will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Plan to improve the quality of its Title I, Part A schools. The evaluation will include identifying barriers by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will provide strategies for more effective parental involvement and will work to revise, if necessary, its parental engagement policies:

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

1. Support schools in conducting the annual evaluation utilizing a parent survey (in English and Spanish).
2. Support schools in providing a survey in a format (electronic and hard copy) that is easy to understand, and in a language most familiar to the parent.
3. Ensure that all parents can actively participate in Blended Learning opportunities when needed.
4. Conduct a parental engagement needs assessment to determine what resources parents need to assist with the learning of their children.

(iii) strategies to support successful school and family interactions

1. Conduct meetings to include the parent survey findings in evaluation to determine the effectiveness of the school's Parent Engagement Plan.
2. Support schools in using the findings from the evaluation to determine the effectiveness of the school's Parent Engagement Plan, identify barriers, and develop strategies for increased parental involvement.
3. Support schools in sharing information with parents through school meetings (interpreters/translators as needed)
4. Conduct meetings in a traditional or virtual setting to accommodate the needs of parents.
5. Support schools in providing information to parents about all testing.
6. Providing all parents an opportunity to participate in either a traditional or virtual meetings/conferences when necessary.

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.**

Huntsville City Board of Education will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part a Funds reserved for Parental Involvement is spent and will ensure that not less than 90% of the 1 % reserved goes directly to schools. If the LEA Plan for Title I, Part A developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education. (Please refer to parent comment form).

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.**

- A. 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 of family members served by the local agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Huntsville City Board of Education will take the following actions to involve parents in the process of school review and improvement under section 1116 of ESEA:

1. The Federal Programs Parent Advisory Council (FPPAC) is a partnership of parents, school representatives and local community agencies and students as needed. The council should represent a cross section of the school community.
2. Notify all parents through email, phone, letter, or the school's Learning Management System (LMS) in a language that is most understandable and most familiar to them, and in a timely manner of the opportunity to serve on the Parent Advisory Council.
3. Parents accepting this invitation will be notified of the annual opportunity to review and revise changes to the plan.
4. A draft of the plan will be made available for comments. All comments are required to be submitted in writing to the Federal Programs Coordinator to be reviewed for consideration then submitted when the district plan is made available to the State.
5. The adopted plan will be made available to all parents in a language that is understandable, and most familiar to them at all schools that receive Title I funding.
6. The LEA Parental Involvement Plan will be available for posting on the schools' and district's website in a language that is familiar to them.
7. All parents will be able to participate in virtual meetings as needed.

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.**

1. Huntsville City Board of Education will assist parents whose children are served in Title I, Part A schools in understanding the following topics:
 - a. The State's academic content standards
 - b. The State's student academic achievement standards
 - c. The State and local academic assessments including alternate assessments
 - d. The Title I requirements
 - e. How to monitor their child's progress
 - f. How to work with educators
2. The topics listed above will be addressed through the following:
 - a. Conducting Annual Title I Meetings to discuss testing and parental involvement requirements.
 - b. Building support among local community organizations that provide training and skill building workshops for parents.

- c. Ensuring parental involvement plan is included in the school's Continuous Improvement Plan
- d. Supporting schools with parent workshops provided by the district
- e. Providing Parent Coordinators with professional development that will help support student learning and academics

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.

Huntsville City Board of Education will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology as appropriate, to foster parental involvement by:

1. Conducting and / or supporting schools to provide Title I meetings to explain parent involvement requirement.
2. Supporting schools to provide workshops on reading, literacy and math.
3. Supporting schools to provide workshops on the link between parental involvement and student achievement.
4. Supporting schools to provide workshops about character building, conflict resolution, etc.
5. Supporting schools to provide technology workshops for parents on how to use a computer to access their children's grades, communicate with the teacher, find academic websites, and use on-line library services.
6. Supporting schools to provide multiple sessions for parents to attend (i.e., morning, afternoon, and evening).
7. Actively participate in blended learning/online as necessary.

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.

Huntsville City Board of Education's Federal Program Parent Involvement team will educate its teachers, pupil services personnel, principals and other staff, on how to reach out to, communicate with, and work with parents as partners. This will be done by:

1. Supporting schools in providing resources and assistance for school staff on how to communicate and work with parents.
2. Supporting schools in providing staff development workshops for teachers and administrators.
3. Providing all parents an opportunity to participate in virtual meetings as needed.

- 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.**

Huntsville City Board of Education will organize and include parental involvement programs and activities with public pre-school and other programs, conduct activities at parent resource centers that encourage and support parents through:

1. Supporting schools in providing parent involvement information to parents from Head Start and Pre-school programs and other programs.
2. Collaborating with community agencies.
3. Supporting schools to empower parents through participating in training programs.
4. Providing all parents access to participate in virtual meetings as needed.

- 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.**

Huntsville City Board of Education will take the following actions to make sure information related to the school and parent programs, meetings and other activities are provided in the language most familiar to the parent and presented in a way that makes it possible for them to understand by providing:

1. Information through SchoolCast communication System in a language they can understand.
2. Multilingual translators and / or interpreters as needed.
3. Students / Parent Handbooks
4. Parent Involvement printed material, presentations of Title I, Part A programs, in a parent-friendly format.
5. Parent resource tables at each school.
6. Parents will be able to participate in virtual meetings/conferences when necessary.

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

Huntsville City Board of Education will take the following actions to provide reasonable support of parental involvement activities under this section as parents may request by:

1. Requiring participation of parents in the review process by participating in the Title I Parent Survey.
2. Parents are required to be required to be included on the school's Continuous Improvement Plan (CIP), Title I Budget Committee and Parent Advisory Council (PAC), and other Title I committees.
3. Support schools in providing required information to parents regarding annual Title I meetings, parent involvement workshops and through the following:

- School Newsletters
 - School Cast (a district wide communication system that provides information to parents by phone)
 - District and school websites
 - Education Television Network (ETV)
 - School marquees
4. Develop programs to encourage father0figures participation in the school process with their students.

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.

Huntsville City Board of Education will take the following actions to provide reasonable support to involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training by:

1. Provide schools on-going technical assistance and support as needed and by request (on-site, visits, monthly training, telephone and email).
2. Ensure all Parent Coordinators are trained and informed regarding Title I information (annual orientation, monthly training, training manuals and on-site visits)
3. Inform schools that parent notifications will be provided in the language that is understandable and most familiar to parents to include them in the development of training.

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.

Huntsville City Board of Education Federal Programs will collaborate and coordinate with College and Career Guidance Services, Curriculum and Instruction, School Readiness and Student Services by:

1. Collaborating with the departments/ organizations listed above to provide strategies that can be used by parents to help students learn.
2. Supporting Schools' parent involvement workshops that are easy to understand and, in a language, familiar to the parents.
3. Supporting schools' workshops such as building parenting skills, improving reading, math and writing skills, improving student discipline, and understanding the testing programs
4. Collaborating with Head Start, Department of Human Resources, Foster Care, and other State and local agencies that provide similar services.
5. Inform parents and parental organizations of the existence of a state parent information center.
6. In case of Blended Learning opportunities, parents will be able to access HCS lessons via recordings available on ETV and Huntsville City School's website.

The Alabama Parent Education Center
10520 US Highway 231
Wetumpka, AL 36209
Toll free in Alabama: 866-532-7660 / Fax: 334-567-9938 Email:
apec@alabamaparentcenter.com Website: <http://alabamaparentcenter.com>

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.

Huntsville City Board of Education will conduct annual evaluations of the content and effectiveness of the Parental Involvement Plan in improving the quality of Title I, Part A schools. The evaluation includes identifying barriers by parents in parental involvement activities. The school district will use the findings to design strategies for more effective parental involvement and to revise, if necessary its parental involvement policies:

1. Support school in conducting the annual evaluation utilizing a parent survey (in English, Spanish)
2. Support schools in providing a survey in a format (electronic and hard copy) that is easy to understand, and in a language most familiar to the parent.
3. Conduct meetings to include the parent survey findings in evaluating content effectiveness.
4. Host meetings at multiple time and locations.
5. Providing Blended Learning opportunities for parents to access from HCS websites.
6. Providing virtual options for parents when hosting meetings.

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

Huntsville City Board of Education will encourage parents to participate in the development of school's Continuous Improvement Plan (CIP), budget and Parent Advisory Council (PAC), and other Title I committees. Through their participation, we will encourage them to share what they are learning and invite other parents to participate. Also, to bring awareness to parents of the way in which we communicate upcoming events, School Cast, Email, district website, school website, Education Television Network (ETV), and school marquee.

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.

Huntsville City Board of Education will offer meetings at a variety of times and dates for workshops pertaining to parent outreach.

1. Supporting schools to provide multiple sessions for parents to attend (i.e., morning, afternoon, and evening).
2. Host meetings at multiple times and locations
3. Collaborating with departments/ organizations within the system and community to provide strategies that can be used by parents to help students learn.
4. Support schools in providing a survey in a format (electronic and hard copy) that is easy to understand, and in a language most familiar to the parent to obtain feedback from parents.
5. In the case of Blended Learning opportunities, parents will be able to access via digital platforms during scheduled office hours.

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

Huntsville City Board of Education will provide materials and training to help parents and family work with their children to improve their children’s academic achievement, such as literacy training and using technology as appropriate, to foster parent and family engagement by:

1. Conducting and/or supporting schools to provide Title I Meetings to explain parent and family requirements.
2. Supporting schools to provide workshops on reading, literacy, and math.
3. Supporting schools to provide workshops on the link between parent and family engagement and student achievement.
4. Supporting schools to provide workshops about character building, conflict resolution, etc.
5. Supporting schools to provide technology workshops for parents on how to use a computer to access their children’s grades, communicate with the teacher, find academic websites, and use on-line library services.
6. Supporting schools to provide multiple sessions for parents to attend (i.e., morning, afternoon, and evening).
7. Providing all parents virtual meetings/conferences when necessary.

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.

Huntsville City Board of Education will take the following actions to continue a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

1. The Federal Programs Parent Advisory Council (FPPAC) is a partnership of parents, school representatives and local community agencies and students as needed. The Council should represent a cross section of the school community.
2. Notify all parents through email, phone or letter in a language that is most understandable and most familiar to them, and in a timely manner of the opportunity to serve on the Parent Advisory Council.

3. Parents accepting this invitation will be notified of the annual opportunity to review and revise changes to the plan.
4. A draft of the plan will be made available for comments. All comments are required to be submitted in writing to the Federal Programs Coordinator to be reviewed for consideration then submitted when the district plan is made available to the State.
5. The adopted plan will be made available to all parents in a language that is understandable, and most familiar to them at all schools that receive Title I funding.
6. The LEA Parent and Family Engagement Plan will be available for posting on the schools' and district's website in a language that is familiar to them.
7. Ensure that all parents have access to participate in Blended Learning opportunities as necessary.

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

1. Supporting schools in providing parent and family engagement information to parents and family from Head Start and Pre-school programs and other programs.
2. Collaborating with community agencies.
3. Supporting schools to empower parents and family through participation in training programs.
4. Providing all parents access to Blended Learning opportunities when necessary.

Sec. 1116(f)

U. 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.

Huntsville City Board of Education will take the following actions to make sure information relating to the school and parent programs, meetings and other activities are provided in the language most familiar to the parent and presented in a way that makes it possible for them to understand by providing:

1. Information through SchoolCast Communication System in a language they can understand.
2. Multilingual translators and/or interpreters as needed.
3. Student/Parent Handbooks
4. Parent and family engagement printed material, presentations of Title I, Part A programs, in a parent-friendly format.
5. Parent and family resource tables at each school.
6. Provide virtual meetings/conferences as needed.

The 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 list of signatures located below. The school district will distribute this plan to all parents of participating Title I Part A children on or before *Friday, October 1, 2021*.

Federal Programs Coordinator

Date of Approval

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 ___ signature below ___. The school district will distribute this policy to all parents of participating Title I, Part A children on or before ___Friday, October 1, 2021_____.

PLAN APPROVED BY (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))