

Marion County Schools
Consolidated Plan 2021/2022

Superintendent: Mrs. Ann West
Federal Programs Director: Kevin Dulaney

This plan is provided as a means of disseminating information concerning Title I, Title II, Title III, Title V, Title IX and other Federal programs. In order to continue to receive these Federal funds, the local education agency (LEA) must insure that Federal regulations are followed. It is critical that the principal and teachers become thoroughly familiar with the various guidelines concerning each program.

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Mrs. Nancy Hallman – Phillips Elementary Principal
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Mrs. Reba Hill – EL Teacher
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Mr. Cole Sandlin – Title I Parent/Business Owner

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

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

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

LEA Consolidated Plan

2021/2022

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. 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.**

Marion County Schools will teach the Alabama Course of Study standards to all students using our adopted textbooks, Freckle, and other supplemental materials. We will give the STAR assessment 3 times during the 2021/2022 school year. This data will feed into Freckle and each student will have an Individual Learning Plan (ILP). Students will be assigned lessons on Freckle that will be based on the student's goals toward individual growth. Student progress will be monitored through STAR assessments, successful completion of assigned lessons in Freckle, and informal and formal teacher assessment.

Principals and Reading Coaches will conduct walkthroughs looking for tiered instruction and using the ELEOT observation tool to assess student engagement. The Central Office team will also visit classrooms to check for evidence of all three tiers of instruction.

- 2. 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.**

Student progress will be monitored by STAR assessments given 3 times during the year, successful completion of assigned lessons in Freckle, and informal and formal teacher assessment. Monthly grade level meetings will be held at each school. Students who score in the red band on STAR will be considered for tier 3 instruction from an intervention teacher. They will also look at DIBELS assessments for kindergarten and first grade, Freckle, and formal and informal teacher assessment to determine which students need intervention.

3. 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 in need of additional educational assistance will receive tiers 1 and 2 of instruction in the regular classroom and tier 3 instruction by the intervention teacher. These teachers will use, when appropriate, Orton Gillingham strategies, through Reading Horizons and/or Freckle ILPs to strengthen deficient skills. Monthly grade level meetings will be held at each school. Students' progress will be monitored by looking at DIBELS progress monitoring for kindergarten and first grade, Freckle, and formal and informal teacher assessment to determine which students need intervention.

4. 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.

Principal led training on the components of ELEOT will be provided for teachers. The system's lead ARI Reading Coach will participate in SDE training and provide turn-around for other Reading Coaches in the system. All coaches will conduct coaching cycles on how to strengthen academic programs.

Central Office Instructional team will monitor schedules to ensure that SDE suggested times are adhered to. We will also monitor data from Freckle to check for academic progress in order to assess growth and achievement. Walk-throughs will be conducted with principals to monitor the effectiveness of instructional practices. Suggestions for growth and improvement will be provided.

5. 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.

A Comparability Report is completed each year to ensure that those schools that are being served with Title I funds are getting comparable funding and services to those schools not receiving Title I funds.

The personnel department has a staffing worksheet that makes it easy to look at the current teachers at each school. This is evaluated to make sure that there are no inequities among our schools. Teachers in Title I schools are properly certified and meet the requirements for effective teachers. If teachers are working under emergency certification, a "Parent's Right to Know" letter is sent to students of that teacher.

Marion County Schools purchases a license each year for Teach-in-Alabama to help us find certified, highly effective teachers. This program has been especially helpful in finding teachers in fields where there are few certified applicants. We also send a Central Office administrator to colleges and universities around the state for their college interview days in an effort to recruit certified, effective teachers to Marion County.

6. Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/or (2) Targeted Support Schools.

The LEA Instructional Team communicated the need to be included in planning for continuous improvement. Review of data, instructional practices, and school management will be ongoing throughout this school year. The CO team will meet with school administration regularly (minimum of 1 visit/month) to assess progress and identify continued areas of concern.

We have one school that is in ATSI status. A separate improvement plan was developed targeting areas that led to that designation. Our School Improvement Specialist is working closely with the Reading Coach at that school to identify areas of weakness through analysis of STAR data and Freckle usage and progress being made in ILP's.

7. 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 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%. (ESEA section 1113(a)(2).) Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, as 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% 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% for high schools served by the LEA. (ESEA section 1113(a)(3)(B).)

The determination of Title I allocations for each school is decided by the percentage of free and reduced lunch students on the average of the first twenty days of enrollment after Labor Day of the previous school year. These students are considered to be living in poverty. The total number of students enrolled at the school is divided by the number who qualify for free or reduced lunches to establish the percentage. The schools are grade span grouped and placed in rank order prior to determination of allocations. The allocation is then divided by the number of students and this produces the allocation per pupil amount. In our schoolwide programs, all students may benefit from Title I funds through the use of computers, software, and supplemental instructional materials and supplies purchased with Title I funds.

Reflecting the identified needs of the school, Title I instructional services concentrate on assisting students who are most at risk of not meeting the state academic performance standards and in reducing class size. Currently, Title I funds will be used to employ 12 full-time teachers, 4 part-time teachers, a full time Parent/Community Liaison, 50% administrative assistant, and 55% of an administrators salary. Title I funds will be combined with Title V funds to employ an ESL teacher and a portion of a School Improvement Specialist.

All schools that are being served have a free and reduced percentage ranging from 53.89% to 65.16%. Currently, we serve 4 Elementary Schools, one middle school, and one K-12 unit school. If any of the other schools have a rate of 75% or higher, they will be served.

8. 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.

In our schoolwide programs, the Title I planning committee decides the criteria for services from the intervention teachers. Currently, all of our intervention teachers have been trained on Orton Gillingham . Intervention teachers use the strategies in this method to serve children struggling with the tendencies of dyslexia. They also serve students who score below grade level on the STAR assessments on reading and/or math and are at risk of failure.

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

Homeless children and youth will be provided the opportunity to receive a free and appropriate public education regardless of their residency status. The program will ensure that these students are afforded equal access to academic and other services that will allow them to meet the same challenging state achievement standards as non-homeless students.

The Marion County School System has a policy that provides procedural guidelines to ensure that homeless students are not denied enrollment due to the lack of registration documentation at the time of enrollment. All principals and counselors have been trained and know that there are to be no barriers to enrollment for homeless students. Homeless children and youth, including preschool age children, will be enrolled immediately on a temporary basis with permanent enrollment pending obtainment of the necessary documents. The school counselor will assist parents, guardians, or unaccompanied youth in obtaining the proper documentation.

The Homeless Education Program makes every effort to provide homeless children and youth with a stable school environment by enrolling students in the school of origin and providing them with transportation to and from the school or origin. Provisions are made for parents, guardians, or unaccompanied youth to decline enrollment in the school of origin.

Marion County Schools employs a full time Title I Parent/Community Liaison who will ensure program implementation and coordinate efforts to ensure that homeless children and youth, including preschool age children, are provided the opportunity for academic success. The homeless liaison has provided school counselors with referral forms for students who are homeless. The county homeless liaison works closely with the counselors to provide homeless students the supplies they need for school. Also, posters have been put in the school to further promote and inform the homeless education program. Posters are also placed in public areas such as doctors' offices and pharmacies. In August 2021, Mrs. Kelee Williams and Mrs. Angela Wilds provided training at New Teacher Orientation to train them on current homeless procedures.

10. 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.

All Title I schools strive to make the transition from preschool to elementary school as easy as possible. The schools invite preschool programs to bring their students to the school and let the children become familiar with the elementary school setting. Our elementary schools house the preschool programs offered in their communities.

Each spring, all elementary schools have preregistration for Kindergarten. Parents are asked to come and register their children for school. They are provided with information about what to expect when their child starts school, things they can work on with their child, and children are given health screenings. During this time, many children who do not attend preschool programs are given the opportunity to visit the school and meet the teachers.

During the summer of 2021, each Title I elementary school provided the KickStart Kindergarten program to children entering Kindergarten in the fall who had not been to preschool or who showed a deficit in critical skills on the screener given to all registered children. Data collected proved that the program was a success and we plan to offer it again in the summer of 2022. System-wide there 89 participants with a 19% gain between the academic pre and post-test and a 25% increase on a behavior matrix.

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

N/A

12. 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.

Three of our five high schools serve grades 7-12, one middle school (grades 5-8), one K-12 unit school, and one high school that serves grades 9-12. As these students transition from their feeder schools. Each high school have orientation sessions for students. All of our high school counselors and our Career Coaches work very closely with Beville State Community College and Northwest Shoals Community College to provide students the easiest possible transition from high school to postsecondary education. Additionally, each year a college fair is held and all 11th and 12th grade students are transported to the host site. Two and four year colleges and universities participate in the fair. The Career Coaches also arrange college visits to high schools. Career Technical Education collaborates with businesses to provide programs that lead to postsecondary opportunities.

13. Describe how the local educational agency will implement strategies to facilitate effective transitions for student 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 Marion County Career Coaches are scheduled at each high school. They work closely with students helping each one to create an individual four year plan based on their needs. The Career Coaches and all high school counselors work closely with the two community colleges in our area to provide students with dual enrollment opportunities in both academic and technical areas of study.

14. 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 students, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners).

We discourage the use of out-of-school suspension, realizing that students need to be in school every day. Instead, we use ISS (intensive student support) where students remain in the school and complete assignments. When the behavior warrants, according to our code of conduct, students are referred to the Marion County Alternative School where they receive intensive academic and behavioral support.

Marion County has partnered with the Marion County District Attorney's office to start the Helping Families Initiative which began with the 2018/19 school year. The MCBE prevention and support supervisor coordinates with all schools to ensure students experiencing behavior and academic difficulties are referred to that program. The HFI committee explores possible agency options which provide support to these students and their families.

15. 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.

Marion County Schools changed our CTE programs six years ago to reflect high-demand jobs in this area of the state. Programs offered include Health Science Occupations, Business Administration, Finance, Animal Science, General Agriculture, Human Services, an on campus Diesel Mechanics program at Brilliant School through a partnership with Bevill State, and Project Lead the Way pre-engineering programs at the high school and middle school levels. We have also partnered with Bevill State Community College and Northwest Shoals Community College to provide students an opportunity to enroll in technical programs while still attending high school. We have an exceptional working relationship with BSCC and NWSCC.

16. 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.

N/A

17. Describe any 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.

Second grade students are screened using the NNAT. If this test shows they are potentially gifted and talented, they are then given the OLSAT which may be followed by the WISC V.

Students who are not identified in second grade but show the tendencies of gifted and talented are referred by classroom teachers.

18. 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 Librarians in Marion County Schools receive Classroom Instructional Supply Funds. This year all certified employees will receive \$700 to use for their classroom or Libraries. They also receive Library Enhancement Funds based on local school enrollment.

19. 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))

Parent Engagement Plan 2021/2022:

PART I. General Expectations

The Marion County School System agrees to implement the following statutory requirements:

Marion County Schools will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, Marion County Schools will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

Marion County Schools will incorporate this LEA parental involvement plan into its LEA plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Marion County Schools and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

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

Marion County Schools 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 percent of the one percent reserved goes directly to the schools.

Marion County Schools will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. Description Of How Marion County Schools Will Implement Required LEA Parent Engagement Plan Components

1. Marion County Schools will take the following actions to involve parents in the joint development of its LEA parent engagement plan under section 1112 of the ESEA:

- * Get input from parent leaders to discuss the plan and get their input and suggestions.
- * At the Annual Meeting of Title I Parents, parents will be given a copy of the LEA plan and informed of their right to suggest changes or offer ideas for the plan. Parents are allowed to make comments if they disagree with any aspect of the plan.
- * The Annual Meeting PowerPoint presentation will be used at each school.
- * The LEA plan will be put on the MCBE website as well as each Title I schools' website. Parents will be informed, through social media that the LEA plan and their school's plan can be found on both websites. Parents will be informed that they can be involved in the development of the plan by offering suggestions for revision to their parent leader or to the LEA.

2. Marion County Schools will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- *Each year a Title I School Planning Committee, made up of Title I teachers, regular classroom teachers, counselors, administrators, parent involvement personnel, and parents is formed at each school. After a study of the data and surveys completed by parents, teachers

and administrators, the committee members have the opportunity to ask questions, make suggestions for improvements, and make recommendations as to the type of Title I program to be implemented for the coming year. They will discuss how the Title I program at their school will be designed, operated, and evaluated, and they will offer suggestions for any improvements in the Parent Involvement Plan and other topics covered during the meeting. Parents are provided the opportunity and encouraged to participate in these decisions.

3. Marion County Schools will provide the following 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:

- * The Parent/Community Liaison facilitate the distribution of a survey in the Spring to all Title I parents to ask for an evaluation of the program offered and to determine barriers to parental involvement.

- * Title I principals will meet with the Parent/Community Liaison, Federal Programs Coordinator, EL teacher, and parents to plan ways to reach parents.

4. Marion County Schools will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: by:

- * Appropriate newsletters will be sent home with all preschool students as well as all elementary students. Parents will be informed of various social media that will be used to keep parents informed as well as provide training for parents to help them increase their capacity to be involved in their child's education.

5. Marion County Schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- * The Parent/Community Liaison will construct a survey, based on the SDE template, to gain information from parents concerning the program offered for the current school year. The survey will be sent to the schools and they will send one home with each student. When the surveys are returned, they will be sent to the Parent/Community Liaison and she will compile the information. The results will be given to the principals to share with their school's Title I planning team. The results will also be shared with the parent leaders and they will use this information for planning for the next school year. This information will be shared at the Annual Meeting of Parents.

1. Marion County Schools will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

* The school system has a Twitter account, an Instagram account, and a Facebook account. We use social media accounts to post current events in our schools, post pictures of learning activities in the classroom, and content that will help parents and families provide student support at home. Posts are also linked to a feed on our MCBE system website. Schools have or will have a Facebook page as well as a district Parental Engagement page and an EL page where we will be able to post helpful videos and keep parents current on school news and events. We will measure the effectiveness of using social media by the number of followers, friends, hits, etc. that we get.

* School Cast is used to effectively keep parents informed on school closings, early dismissals, and delays as well as any other important information to help parents support schools and students. This is also a means of informing or reminding parents of school pictures, state assessments, special assemblies and other events at the school.

* Newsletters or videos describing requirements of the Title I law, such as the compact, what it means to be a school-wide Title I parent, and tips on making your parent/teacher conference successful. Links to newsletters or the newsletter itself will be posted on social media accounts.

* Every student in the school has a compact on file in the regular teacher's classroom. It describes how parents, the school staff, and Title I students will share responsibility for improved student academic achievement. The compact is to be signed by the parent, student and a school representative.

* Parents are encouraged to support their child's academic achievement by using the Power School parent portal for current information on their child's grades.

* At the beginning of each school year, all parents of students enrolled in Title I served schools are given a copy of the Parent's Right-to-Know informing them of their right to request information about teachers and paraprofessionals in their child's school.

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- *School-wide parents receive information to help them be involved in their child's education through newsletters, Twitter, Instagram, Facebook, and the MCBE website.
 - *Title I parents are encouraged to attend the parent-teacher conferences on the day set aside in the system calendar as well as other times, as needed. Parents are encouraged to hold virtual meetings or phone meetings with teachers, use text, and email. The school has an open-door policy with parents to meet with the classroom teachers, Title I teachers, and the principal. The school asks that the parents make an appointment with the teachers during their planning periods or before and after school hours. Teachers have many informal discussions of student progress with parents through phone calls, formal progress reports, and casual conversations. Parents are encouraged to volunteer and participate in their child's classroom activities.
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- On the spring survey parents are given the opportunity to indicate preferred activities.
 - On the Fall survey parents are given the opportunity to indicate a preferred method of communication with the school. Survey data is used to write the schools' CIP. Included in this plan are ways to implement and coordinate the school's parent programs and activities.
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- * Appropriate newsletters will be sent home with all preschool students as well as regular elementary students.
 - * Pre-K parents will be notified of all social media opportunities.
- E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

* The Title I Program ensures that all parents of Title I students receive information and school reports. The EL teacher is fluent in Spanish and we use Google Translate for all languages. TRANSACT is used to obtain forms in all languages.

*The Parent/Community Liaison and ESL teachers will provide resources to EL parents. Parents will be shown how to help their child at home and have parenting resources available in their language. The Hispanic parent leader will be on hand to translate as needed.

PART III. Discretionary LEA Parental Involvement Plan Components

NOTE: Marion County Schools chooses to offer the following discretionary activities in an effort to build capacity in parents to be involved in the education of their child. These activities are listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times;
- establishing a LEA parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

The school district will distribute this policy to all parents of participating Title I, Part A children on or before 10/31/2021

Plan Presented to the Marion County Board of Education

DATE OF PRESENTATION: October 21, 2021

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))