

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, 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.

Data from evidence-based program assessments (Voyager, Accelerated Reader, myON, Direct Instruction, DIBELS, i-Ready, MyPath,) are analyzed to identify specific performance areas that need improvement at the district, school, grade, and student levels. These assessments provide data indicating that students need additional academic support or are progressing academically toward the proficient level as measured by high academic standards as set by the Alabama State Department of Education. Quarterly Academic Excellence Visits will occur at each school and will include at least the building principal and the district's curriculum department. The process will also include classroom observations with feedback. Principals will present quarterly data, along with clarifications regarding anomalies, and next steps.

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.

The schools designate teachers, administrators, parents, and other staff to serve on the Building Leadership Team (BLT). The team is responsible for coordinating planning at the school level. They represent and work with their peers for continuous improvement, Title I, parental involvement, and other program planning. Both BLT and grade level teams meet regularly to review student performance data, monitor program implementations, and plan adjustments to program components to insure that all students meet the state's performance standards. Each school's Problem Solving Team (PST) addresses both the academic and behavioral needs of children who are having difficulty in meeting state performance standards. Services that are available for children having academic difficulties include: extra interventions, tutoring before/after school, additional small group instruction, and tutor materials and training for parents to use at home. Additionally, weekly/biweekly grade level/department meetings will be convened for data discussions and identification of students in need of additional supports for both academic and behavioral concerns. Counselors, administrators, and the behavior interventionist also support students with behavioral concerns. Central Office administrators are assigned to various schools as School Support Administrators to mentor/coach principals, support the schools directly, observe and engage with all faculty and staff, analyze data, and provide feedback.

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.

Each school's Continuous Improvement Plan (CIP), state courses of study, the Alabama College and Career Ready Standards and local pacing guides provide the foundation for teaching and learning. Data is analyzed to guide instruction for all students and sub groups. Additional assistance is provided to those students not mastering the state content standards. Students identified as at-risk of not meeting the state's challenging student academic achievement standards are provided assistance in the following ways:

Elementary Schools:

Individual teachers use formative assessment to determine the next steps for learning. Teachers use tiered instructional strategies to support the academic growth of those students who are not mastering state content standards. Robust and rigorous Tier I instruction is the basis for teaching and learning. Tier II, provided by the classroom teacher, offers students small group or individual re-teaching opportunities. Tier III support may be offered in through small group instruction or intervention services with a reading coach or intervention teacher. Direct Instruction is used to support our special needs students with deficits in reading. Students who continue to lack proficiency in meeting the state content standards are referred to the Problem Solving Team (PST). Parents are afforded resources so that they can provide further support at home. Regular assessments include: i-Ready, Voyager, teacher made assessments, formative assessments, and other evidence-based program assessments. Teachers coordinate instruction through weekly collaborative meetings. Targeted instruction and other evidence-based programs are used in reading to accelerate students' progress. The district will provide after school tutoring for students via extended day programs.

Secondary Schools:

Students are served by certified teachers who collaborate on a consistent basis in an effort to develop individualized plans, based on formative and summative assessments, for students identified as at risk of not mastering standards. Students are identified as in need of academic assistance as evidenced by i-Ready data, MyPath (Edgenuity), writing assessments, course grades, and ACT scores. Data from the Graduation Tracking Log provides teachers and administrators access to risk factors that may identify students who need additional support. The master schedule also provides time designed for Tier II instruction and support for students in need of academic support. This includes special education students as well. Students utilize MyPath to address weaknesses. Teacher led instruction is used for students with more intensive needs. After school tutoring is provided for students to receive additional academic support. Transportation is offered (when feasible) to enable all students the opportunity to participate. Credit and grade recovery programs are utilized at the high school level and all secondary schools offer academic summer school opportunities as well.

Comprehensive summer learning to include enrichment/support opportunities are utilized as well. Additional activities include: social services support, frequent parent contact regarding school issues, and peer tutoring.

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.

Our district's strategic plan, Framework for Excellence, is the driving force for our work. Our plan is being relaunched this year. Various surveys and inventories are used to assess and inform our work regarding improving instruction and culture. Explicit instruction and formative assessment are identified teaching & learning priorities for this school year. The implementation of STEAM, building leadership capacity, restorative practices, safety & wellness, and social emotional learning are all foci for this school year.

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

It is the practice of this district only to interview certified and credentialed applicants. If an employee were not to meet the requirements, they are counseled and offered financial assistance to complete Praxis, college, or Work Key requirements. If funds are needed to assist employees in meeting certification criteria, Title II funds are utilized. Selma City carefully places new hires to ensure that all of our schools are receiving equitable services as it pertains to high quality, certified teachers. Sign-on and retention bonuses are offered for difficult to staff fields. Data is reviewed at the school level regularly via grade level/departmental data meetings, three week/monthly data assessment forms, and quarterly principal monitoring meetings. Multiple data sources/measures are used to identify root causes among students and teachers. The analysis informs outcomes for staff to include: professional learning, support, and personnel decisions. Principals are required to bring data and evidence to annual staffing meetings. Selma City also partners with Teach For America to provide teachers for our scholars as well.

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

Not applicable

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).)

All of the schools in Selma City have a poverty rate well above 35%. At this time, funds are sufficient to serve all of our schools based on them receiving the same per student allocation amount.

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

All schools in the Selma City School System are Title I schools and provide schoolwide programs to assist low achieving students in achieving the State's challenging academic standards. Each school develops a Continuous Improvement Plan (CIP) and services are provided as indicated in the CIP. These plans were developed according to the components of the schoolwide program as outlined in Section 1114(b). The plans are revised, annually to respond to the data from the previous year, and more frequently as needed. All instruction is aligned with the Alabama State Courses of Study and the Alabama College and Career Ready Standards. The school wide Title I program focuses on core instruction, providing support for those students in need of academic support to ensure that all students graduate prepared for college and/or career. Progress monitoring and assessment data serves as indicators allow us to target students that require additional help from the classroom teacher through additional individual or small group instruction. Many resources are used for teaching and reteaching. A continuous review of student data empowers teachers and administrators to focus directly on individual student needs. At the secondary level, reading and math are also the focus (along with other core areas) in order to prepare students to be college and or career ready. Title I support assists teachers as they facilitate mastery of the standards and 21st Century learning opportunities. Along with a strong academic program; students benefit from opportunities for career tech certifications, dual enrollment, career preparedness, STEM opportunities, and ACT prep. Students who live in institutions for neglected or delinquent children or children in need of services by community day programs for neglected or delinquent are served through the Dallas County program. We do provide transitional and academic support for any of our students who enter our schools via the Alternative Learning Center.

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 needs of students and their families living in homeless situations are addressed as defined by the McKinney-Vento Homeless Education Assistance Act. Homeless students are identified by school counselors, registrars, school secretaries, nurses, administrators, and Dallas County social services agencies and are referred to the Homeless Liaison. She reviews the case, determines eligibility, and coordinates appropriate assistance in collaboration with the Director of Federal Programs & Strategic Planning. Board Policy will be followed for enrollment procedures. Homeless students are eligible for all programs available in Selma City schools. Selma City Schools participates in the Community Eligible Provision so all students receive a breakfast and lunch at no cost to the student. Services may include transportation, academic assistance, tutoring, school supplies, personal hygiene items, and school uniform items. Assistance is also available to cover the cost of school field trips, school fees/dues. Assistance is available to provide information so that students and their families have access to shelters, transitional livings programs, soup kitchens, food availability, counseling services, emergency medical, dental, medication, and mental health services. If needed, assistance is also provided in obtaining educational records. Teachers will be provided with professional development on recognizing common signs of homelessness. Funds received under Section 1113 are used to provide school supplies, school uniforms, and transportation (gas cards).

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

Coordination and integration of services at the local educational agency and individual school level is accomplished through the involvement of administrators, staff, and parents involved in program implementation. Collaboration of services between major funding sources helps to increase program effectiveness and eliminate duplication and reduce fragmentation of the instructional program. Local funds, AtRisk, and Title I contribute to programming and resources for students who are considered at-risk. In addition, monthly administrative team meetings involving program directors provide a means of coordination and communication between and among programs. Selma City Schools Strong Start Pre-K Learning Center is preschool partnership between Title I and OSR. Both entities provide resources to support the partnership via a Memorandum of Understanding. Creative Curriculum is the curriculum used to support these students and the Gold Assessment is used to assess achievement of our preschool students. Selma City Schools Strong Start Pre-K Learning Center is a collaboration between Selma City Schools, Title I, and the Office of School Readiness. A Memorandum of Understanding was developed to outline each organization's/program's responsibility as it pertains to funding, space, infrastructure, and personnel. The current fiscal contribution ratio for Selma City Schools Strong Start Pre-K Learning Center is funded mostly by OSR with support from Title I.

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.

Not applicable

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.

Statistics show that more students fail ninth grade than any other year in school. The reasons for this dip in student achievement are varied and complex. Eighth graders contemplating the move to ninth grade worry about a variety of issues: getting picked on by older students, harder work, earning lower grades, getting "lost" in the crowd, etc. And, research has shown that at the ninth grade students do, in fact, show a decline in grades and attendance and have a more negative view of themselves, all the while having an increased need for friendships and social interaction. Selma City Schools Eighth Grade Transition Plan consists of activities connected to the following major components: (1) Provide students and parents comprehensive information/data about Selma High School, (2) Provide opportunities for social support and peer interactions with current students, (3) Provide opportunities for communication between middle school and high school teachers, counselors, administrators and support staff, and (4) Provide opportunities for parent involvement.

High school transition is facilitated through a variety of resources. A partnership exists with Wallace Community College Selma that enables students to participate in academic and career and technical dual enrollment programs. Wallace also provides mentoring and exploratory programs for our students as well. All students engage in career and technical education courses. College and career fairs are a part of the program as well. We created a new position, College And Career Readiness Coordinator to spearhead our efforts of building qualified and skilled applicants to establish a sustainable workforce in our community and region.

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.

Selma City's plan to ensure that our students are college and career ready include the following strategies: (1) Utilize incentives and remove barriers so students can have access to more rigorous courses, (2) Exercise flexibility to expand opportunities for students to accelerate (or catch up) via learning experiences, (3) Use college ready assessments to identify student needs, (4) Communicate with students and families about the status of student transitions and the availability of supports, and (5) Use career and personal interest inventories to identify student needs and develop new programs.

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)

Staff is provided continuous training, feedback, and support regarding the Response to Instruction and Problem Solving Team processes, which include a behavior component. The district has a systemwide goal that focuses on discipline infractions and referrals. Selma City Schools supports restorative practices. Discipline data is monitored via monthly principal monitoring meetings that include the curriculum department and the superintendent. Anomalies surrounding this data is analyzed for root causes and used to inform professional learning and additional next steps.

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.

Selma City Schools is building qualified and skilled applicants to establish a sustainable workforce and in our region. Our focus in this area include (1) Employability skills training, (2) Orientation for all stakeholders, (3) Field experiences, (4) Guest speakers, (5) Career fairs and expositions, and (6) Career Day. The initiative is represented in the Selma City Schools Career and Technical goals which are:

1. To expose students in grades 3-5 to the 16 Career Clusters.
 2. To improve and emphasize employability skills by implementing various lessons and activities in grades 6-12.
 3. To collaborate with neighboring districts, surrounding schools, and local business and industry to organize career fairs and expositions.
 4. To increase dual technical enrollment.
 5. To orient parents and staff members to workforce development and local community needs.
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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.

Selma City Schools is building qualified and skilled applicants to establish a sustainable workforce and in our region. Our focus in this area include (1) Employability skills training, (2) Orientation for all stakeholders, (3) Field experiences, (4) Guest speakers, (5) Career fairs and expositions, and (6) Career Day. The initiative is represented in the Selma City Schools Career and Technical goals which are:

1. To expose students in grades 3-5 to the 16 Career Clusters.
2. To improve and emphasize employability skills by implementing various lessons and activities in grades 6-12.
3. To collaborate with neighboring districts, surrounding schools, and local business and industry to organize career fairs and expositions.
4. To increase dual technical enrollment.

5. To orient parents and staff members to workforce development and local community needs.

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.

The Selma City Gifted Program provides pullout/resource room services to those students who qualify for the Gifted Program in grades 3-8. Consultative services are provided for students in K-2 to develop differentiated lessons, activities, and or centers. 9-12 grade gifted students receive consultative services provided by the gifted specialists three times per semester and may also take advanced classes, ACCESS, and/or Dual Enrollment. Because gifted students have unique cognitive and affective learning needs not ordinarily met by the general education program the gifted program must provide for these needs. Students in grades 3-8 are provided with Gifted Curricular Options including: Concept Based Units, Cognitive Development, and Creative Thinking Skills. Affective Development/Counseling is paramount to the Gifted Program as students develop social emotional skills and outcomes to enhance learning and growth.

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.

Selma City Schools provides a monthly collaborative professional learning community meeting dubbed "First Friday" with Librarians. The monthly meeting may include ALSDE updates, local updates, instructional technology training, planning and evaluation of goals and plans, and ALSDE support. The library is the literacy hub of the schools and are utilized to promote and support literacy throughout. Libraries consistently work to increase holdings via the acquisition of up to date titles. The programs use virtual libraries and ebooks to increase opportunities for engaging with literature. We also envision the media centers as the technological hub of the schools as well and plan to support the library programs with the appropriate hardware and software.

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).

Selma City Schools has a parent involvement policy and plan that covers the requirements of the Every Student Succeeds Act. A districtwide Parent Advisory Committee revises and approves the plan annually. Each school also has a parent involvement plan included in their individual CIPs. Advisory committees, at both the district and school levels, meet regularly to solicit input from parent representatives. Parents are also included in decision-making processes via surveys, input via our website, and inclusion on various committees throughout the district.

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.

Selma City Schools has a parent involvement policy and plan that covers the requirements of the Every Student Succeeds Act. A districtwide Parent Advisory Committee revises and approves the plan annually. Each school also has a parent involvement plan included in their individual CIPs. Advisory committees, at both the district and school levels, meet regularly to solicit input from parent representatives. Parents are also included in decision-making processes via surveys, input via our website, and inclusion on various committees throughout the district.

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.

Selma City Schools will:

- Convene Title I Back to School Annual meetings at both school and system level at convenient times to allow parents to actively participate in meaningful consultation in the ongoing planning for the Title I program. Also notify parents of meeting via a variety of contact strategies.
- Offer a flexible number of meetings in morning and evening and provide full opportunities for the engagement of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable in a language parents understand.
- Engage parents of children served in Title I schools in decisions on the one percent of Title I funds reserved for parental involvement are to spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to schools.
- Develop Home School Compacts that reflect the responsibility of the school, teacher, parent, and student in working toward student success. The school and parents will develop a shared responsibility for helping children achieve Alabama's high standards.
- Engage parents in an organized, ongoing and timely way, in the planning, review, and improvement of the school Title I Schoolwide CIP and Parental Involvement Plans.
- Provide student assessment results to parents of participating students, (to include the School Report Card, skills-based report cards for each student in Title I, ACT Plus Writing, and ACCESS for ELL students.)
- Provide a description and explanation of the curriculum in use at the school (including standards from Alabama Courses of Study for Reading and Math), the forms of assessment used to measure student progress, and the proficiency level students are expected to meet. Also inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
- Provide opportunities for parents to participate in decisions that will affect the education of their children.
- Evaluate the Title I Plan and Parent Involvement Plan.
- Provide parents with the opportunity and the procedure to comment on or disagree with the plans or programs that are currently in place at both school and system level and include comments with revised plans (CIPs and meeting minutes).

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)

Selma City Schools will:

- Convene Title I Back to School Annual meetings at both school and system level at convenient times to allow parents to actively participate in meaningful consultation in the ongoing planning for the Title I program. Also notify parents of meeting via a variety of contact strategies.
- Offer a flexible number of meetings in morning and evening and provide full opportunities for the engagement of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable in a language parents understand.
- Engage parents of children served in Title I schools in decisions on the one percent of Title I funds reserved for parental involvement are to spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to schools.
- Develop Home School Compacts that reflect the responsibility of the school, teacher, parent, and student in working toward student success. The school and parents will develop a shared responsibility for helping children achieve Alabama's high standards.
- Engage parents in an organized, ongoing and timely way, in the planning, review, and improvement of the school Title I Schoolwide CIP and Parental Involvement Plans.

-Provide student assessment results to parents of participating students, (to include the School Report Card, skills-based report cards for each student in Title I, ACT Plus Writing, and ACCESS for ELL students.)

-Provide a description and explanation of the curriculum in use at the school (including standards from Alabama Courses of Study for Reading and Math), the forms of assessment used to measure student progress, and the proficiency level students are expected to meet. Also inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

-Provide opportunities for parents to participate in decisions that will affect the education of their children.

-Evaluate the Title I Plan and Parent Involvement Plan.

-Provide parents with the opportunity and the procedure to comment on or disagree with the plans or programs that are currently in place at both school and system level and include comments with revised plans (CIPs and meeting minutes).

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

The Selma City School District will coordinate and integrate Title I parental engagement strategies with parental engagement strategies under the following other programs: I CARE Parental Involvement Character Education Program and Active Parenting. The goals include:

- Provide parents with options and chance for input in the budget.
- Provide parents with workshops on how to help parent integrate strategies.

(iii) strategies to support successful school and family interactions

The Selma City School District will, to the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with I CARE Parental Involvement Character Education at home and school program, Parent University, Parent University Bus 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:

- Planning cooperatively among the staff and community members will increase student learning.
- Working consistently and cooperatively with Head Start, the State PreK, Even Start if funded, and the juvenile justice resource team increases community awareness of school issues and provides community support for students, their parents, and the schools.
- Encouraging parents and teachers to build a partnership between home and school through use of a parental involvement policy statement, school home compact, and parent community involvement committee.

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.

The Selma City School District will take the following actions to conduct, with the engagement 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 disable, 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 district will hold annual parenting in each of the Title I schools and parent will be given evaluations, surveys, plans and policies to review and revise each year. The district will make all the necessary recommendations that will offer and adjust the plans, policies, and the total parenting program. This meeting may have various individuals supervising such as the principal, parenting facilitator, and the Federal Programs Director. The parents' voice will be heard and information will be gathered to ensure the success of all students in the district.

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.

The Selma City School District will build the schools' and parents' 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, thought he following activities specifically described below:

The Selma City School District will, with the assistance of its Title I 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 the proceeding paragraph.

In order to meet the needs of all students in Selma City Schools, comprehensive planning that involves parents, the community, and school staff is necessary. Using the information gathered from the school and system annual needs assessments and decisions from the advisory committees, goals and objectives are developed for the system. To meet the goal of high academic success for all students, the school will design an environment that encourages and supports student learning. This can be accomplished through the use of a high quality curriculum, disaggregated data, extensive staff development, instructional and emotional support of all students, the coordination of programs to give maximum time and funds to benefit all students, and the consistent involvement of interested, active parents. In the Title I Program, parents are included as team members. They are expected to share opinions, criticisms, and suggestions for improvement for all instructional plans. They are involved in the academic improvement of the school and will help to identify barriers that prevent LEP, migrant, homeless, and economically disadvantaged students and literacy limited parents from participating in the school culture. Parents and the school share responsibility for the improvement of student achievement. This shared responsibility among staff, students and parents is reflected in the HomeSchool Compacts. Parents will be given the opportunity to attend at least two School Parent Advisory Committees and participate on the Selma City Federal Programs Advisory Committee. These meetings provide information, understanding, and cooperation between and among the stakeholders for each school and the system. The Title I Advisory Committees make decisions regarding the use of federal funds; these committees are made up of teachers (regular program, special education, and Title I), school administrators, parents, and community leaders. Parents whose children are served through Title I receive information on the State's academic content standards, student academic achievement standards, and local academic assessments. Selma City Schools provide materials and training to help parents help their children in reading and math; and parenting workshops provide information on monitoring student's progress on meeting the State's academic standards. Translators and translated materials are provided to assist language minority parents in understanding the workshop content.

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.

Selma City Schools will:

-Offer a flexible number of both physical and virtual meetings in morning and evening and provide full opportunities for the engagement 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.

-Provide a description and explanation of the curriculum in use at the school (including standards from Alabama Courses of Study for Reading and Math), the forms of assessment used to measure student progress, and the proficiency level students are expected to meet. Also inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

-Afford parents whose children are served through Title I receive information on the State's academic content standards, student academic achievement standards, and local academic assessments. Selma City Schools provide materials and training to help parents help their children in reading and math; and parenting workshops provide information on monitoring student's progress on meeting the State's academic standards. Translators and translated materials are provided to assist language minority parents in understanding the workshop content.

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.

The Selma City School District will, with the assistance of its school, 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:

- RTI/PST Response to Intervention/Problem Solving Team
- Purchase of computer and other technology equipment.

- Purchase of software and materials to assist with ELL students and parents.
 - Translators and the assistance of the ELL Teachers.
 - Training for teachers and paraprofessionals in using resources for working with parents of participating students.
- Parent University

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.

The Selma City 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:

- Make Title I personnel available to parents, including a system level Title I Coordinator, and Systemwide Parent Involvement Facilitator.
- Organize ongoing, systematic, informed and timely discussions about the Title I Program.
- Provide parents and other stakeholders with information about the Continuous Improvement Plan.
- Provide a forum to promote understanding of Title I parent engagement expectations and activities.
- Provide the coordination, technical assistance and other support necessary to assist in planning and implementing effective parent involvement activities at all Title I schools.
- Encourage partnerships among the school, parents and local community.
- Make faculty members aware of the parent involvement provisions of Title I, including offering training on how to involve parents.

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.

Selma City Schools will:

- Hold informative forums and collaborative engagement sessions through joint partnerships with business and community stakeholders.
- Plan cooperatively among the staff and community members will increase student learning.
- Work consistently and cooperatively with Head Start, OSR, and the juvenile justice resource team to increase community awareness of school issues and provide community support for students, their parents, and the schools.
- Encourage parents and teachers to build a partnership between home and school through use of a parental involvement policy statement, school home compact, and parent community involvement committees.

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.

The Selma City 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:

- Provide a comprehensive range of opportunities for parents to be informed including: newsletters, website messages, social media, workshops, school meetings, P.T.O, parent teacher conferences, parenting centers, and direct mail correspondence as appropriate.
- Visit the Title I classes.

- Consult with teachers on an ongoing basis and attend parent/teacher conferences.
- Identify barriers that prevent limited English, economically disadvantaged, migrant, homeless, and literacy limited parents from participating in the school culture.
- Translators and the assistance of the EL Teachers.

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

Protocols exist via interrelated services among the various departments within Selma City Schools. These protocols funnel service and support requests from both parents and schools to parent engagement facilitators and the Federal Programs Director. Parent Engagement Facilitators serve as the direct liaisons to various local and regional service providers.

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.

The Selma City 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. Specifically, parent perceptions will be utilized as part of the comprehensive needs assessment. The feedback will be utilized to inform necessary training for schools as well as services to be provided by the district and schools. The feedback will be collected from surveys, focus groups, forums, and advisory committee meeting minutes/notes.

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.

Selma City Schools will provide literacy training, based on data. Implementation would include partnerships with neighboring systems, social organizations, and/or local and regional nonprofit organizations.

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.

Accommodations may be provided to and from parenting events via the support of of our transportation office. Additional accommodations may be provided for child care via concurrent activities specifically for children or by the provision of childcare during parenting events.

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

Selma City Schools utilizes active parents as resources as integral components of our parenting network. The Active Parenting workshop series, in addition to enhancing parenting skills and knowledge, is utilized to train parents as key stakeholders in our district and to be a voice for the system among more elusive parents.

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

Our schools utilize parent engagement facilitators to assist with home visits. Designated conference times are made public and schools also exercise flexibility when necessary. General meetings are often repeated during the day and in the evening to accommodate diverse work schedules. Virtual meeting options are utilized as well. Calendars are set up with consideration of parent feedback via survey data.

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

The district, working with local schools, will work to develop a comprehensive model to evaluate and enhance parental involvement. Parent communication tools include: an all call system, school websites, open house, parent/teacher conference day and face to face communication.

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.

Selma City Schools maintains a parent advisory council that meets at least three times a year to provide input on parent involvement programs, use of funds, and gain information regarding parent and student data. The superintendent facilitates the advisory meetings to inform strategic decisions.

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

Community and business partners participate in our parent advisory meetings. The district and schools often collaborate with these stakeholders to connect our parents to various services and resources. Health and career expos/fairs are some examples of that collaboration. CBOs and businesses also contribute to community forums as well. Several local government and businesses often contribute fiscally to support the parenting department with costs that are not allowed under Title I. Our Community Engagement Specialist often collaborates with our Parent and Engagement Facilitator to connect community organizations, families and schools.

Sec. 1116(f)

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

Evaluation data will be compiled and analyzed to prioritize needs and areas of improvement. Feedback will be used to establish yearly targets and goals regarding services provided to schools and parents. The parent advisory council will convene to review policies and suggest revisions.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by

the Selma City Schools Federal Programs/Parent Advisory

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

October 31, 2021

PLAN APPROVED BY (Person or Entity)

Dr. Avis Williams

DATE OF APPROVAL

October 4, 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

Assurances

LEA CONSOLIDATED PLAN ASSURANCES

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

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program
- (5) collaborate with the State or local child welfare agency to
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation
- (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification
- (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

Section I Coversheet, Assurances, Signature Page

EL District Plan Cover Sheet	
Local Education Agency (LEA) Name:	Selma City
LEA Contact for ELs:	Rafael Simmons
Name:	Rafael Simmons
Signature:	Rafael Simmons
Position and Office:	Director of Federal Programs & S
Email Address:	rafael.simmons@selmacityschool
Telephone:	3348741600
Fax:	3348741604
<input type="checkbox"/>	Check box if LEA receives Title III Funds
<input type="checkbox"/>	Check box if LEA receives an Immigrant Grant

Assurances	
The LEA will:	
<input checked="" type="checkbox"/>	Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan
<input checked="" type="checkbox"/>	Assure that all teachers in any language instruction educational program for English Learners (ELs) that is funded with any source of federal funds are fluent in English , including having written and oral communication skills
<input checked="" type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English learners
<input checked="" type="checkbox"/>	Assure that all individuals used as translators or interpreters are fluent in the language they are translating.
<input checked="" type="checkbox"/>	Assure ELs have equal access to appropriate categorical and other programs and are selected on the same basis as other children
(The following assurances apply only to LEAs that receive Title III funds)	
<input checked="" type="checkbox"/>	Assure that the LEA has a process for parents to waive Title III Supplemental Services.
<input checked="" type="checkbox"/>	Assure that the LEA has an Equitable Services Implementation plan , if applicable.
<input checked="" type="checkbox"/>	Assure timely and meaningful consultation with private school officials regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable

Signatures	
EL Program Administrator Signature and Date	
LEA Superintendent Signature and Date	
*EL Advisory Committee Signatures	
<u>Comprehensive English Learner District Plan</u>	
Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the <i>Every Student Succeeds Act</i> (ESSA) for serving students who are English learners and immigrant students, where one or more students are determined to need support. The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.	
The Comprehensive EL District Plan should address each aspect of the instructional program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should: contain sufficient detail and specificity so that all employees can understand how the plan is to be implemented; and should contain the procedural guidance and forms used to carry out responsibilities under the plan.	
To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs may refer to the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at www.alsde.edu/departmentoffices/federalprograms .	
*THIS SIGN-IN SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.	

Section II Checklist
EACH LOCAL DISTRICT THAT DOESN'T RECEIVE TITLE III MUST USE THIS PLAN TEMPLATE

A. Required Theory and Goals	
The LEA's educational theory and goals for its program of services – to improve the education of English learners by assisting the children to learn English and meet the challenging academic standards. (Sec. 3102)	

B. IDENTIFICATION AND PLACEMENT PROCEDURES	
1) Include the LEA's procedures for identifying members for the EL Advisory Committee.	

The English Learner Committee is a school based team responsible for guiding and monitoring the placement, services, and assessment of EL students. The EL committee consists of a building administrator, a teacher, the EL coach, and a parent. A reading specialist and/or special education teacher may be included if applicable. Each school will convene annual EL committee meetings to develop/review/update Individual EnglishLearner Plans for each EL student in the building. The EL coach will facilitate the meetings with input from all committee members. The committee meets, as needed, for LEP/FLEP students. The EL Committee will follow the following guidelines regarding the implementation of all I-ELPs: Ensure the consideration of each students' language background; E implementation of systematic procedures related to appropriate identification, placement, assessment, instructional support, and program exit; Review student progress in language acquisition and academic achievement; Identify accommodations needed on state assessments; Determine appropriate tiered classroom strategies and accommodations; Ensure that the I-ELP describes how the school will communicate with the parents in their native language; Monitor the academic progress of students who exit the program for a minimum of two years and reclassify students who are not academically successful back into the core EL program; Determine that ELs are eligible to participate in all academic and special programs on the same basis as native English-speaking students. EL student portfolio should contain:

- Home Language Survey
- ESL Student Referral and Initial Placement Parent Notification Letter
- EL Monitor Information

ESL Student Progress Report

Literacy Development Checklist

Parent Notification Exit Letter (if applicable)

I-ELP

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

- Home Language Survey
- WIDA Online Screener
- WIDA-ACCESS Placement Test (W-APT) for Kindergarten
- WIDA Measure of Developing English Language (MODEL) for Kindergarten
- ACCESS for ELLs 2.0®

Registration Process

The Selma City Schools District has established policy and procedures which remove barriers to school attendance and enable all students, including English Learners, to have access to free and appropriate education. EL students are exempt from the following requirements: Residency requirements, transportation issues, language barriers, disabilities, lack of a Social Security Card, valid certificate, or immunization records. Families will be assisted in getting documents in a timely manner.

Identification Process

Selma City Schools utilizes the Home Language Survey as the means of identifying potential English Learners. This document has been incorporated into the admissions form/enrollment packets and be completed as part of the registration process by all students. This information is contained in students' cumulative records files. Those students designating a language other than English as the primary language spoken at home will be identified as potential EL students. The school enrolling the potential EL student should contact the Selma City Schools' EL Coach so that the screening and assessment process may begin via the WIDA Online Screener or W-APT (for kindergarten students). When available, previous ACCESS results will be used in lieu of the W-APT. Students with a composite score of 3.9 or below will be identified as limited English proficient and will require an Individual English Learner Plan. Students with an overall score of 4.0 or better may be identified as limited English proficient pending further assessment and student history.

Placement

Within ten days of enrollment, or by the end of the 30 days at the start of the school year, the EL committee will meet to review student screening results and other available data to develop an Individual English Learner Plan. Factors that will be considered for the placement of students for supplemental supports include:

- Native language and the languages spoken at home;
- Student's oral and literacy proficiency;
- Prior schooling/educational experiences;
- Linguistic and academic development in first language;
- English language fluency (listening, speaking, writing, reading).

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

Exit Procedures

All EL Students are evaluated annually using ACCESS for ELLs. Upon scoring 4.8 or greater, English learners will be exited from the EL program and monitored for two years. During the monitoring period, the EL Committee will review data to track the student's progress. The committee will review the data and any needed support that is indicated will be planned, implemented and monitored by the committee. If the student continues to struggle, the entire screening process begins over including administering the WAPT screener.

C. PROGRAMS AND INSTRUCTION

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

- Process the system uses to conduct a comprehensive needs assessment
- Rationale for selecting the particular EL program/s and how they are evidence-based

ESL is our core program with a focus on sheltered instruction strategies. Within our district, classroom teachers are the primary teachers of ELs and are charged with developing our students' English language skills while engaging them with academic content. Classroom teachers of ELs provide core instruction via Sheltered Instruction and implementing/teaching WIDA standards in their daily lessons. Our program is completely inclusive at all grade levels. Students may receive additional core instruction during a literacy intervention period/block. The classroom teacher is a key member of the EL Committee and provides major input regarding I-ELPs. The EL coach collaborates with teachers to select and implement high leverage strategies, accommodations, and best practices to ensure t

ELs are on an upward trajectory for obtaining both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALPS). Research indicates that the average LEP student will gain BICS within one to three years. This only social language and does not include the academic language necessary for ELs to compete academically with their peers. CALP is usually acquired in three to seven years. The EL Coach is responsible for administering the W-APT, facilitating EL committee meetings, collaborating with classroom teachers, administering ACCESS for ELLs, maintaining EL related documents, providing training, and the general support of EL students and their parents. Selma City Schools encourages and supports diverse cultures and language backgrounds. Additionally, below are some evidence based practices and resources that we provide our teachers to assist with engaging and supporting EL students and their families:

Reminders:

1. It takes time to learn a new language. Just as there is a wide range in the learning rate of American students, there is also a wide range in the time required for EL students to learn a second language. Some students become proficient in a second language in a relatively short period of time, whereas, others may take years. Meanwhile, be patient, loving and generous with praise and encouragement and realistic in expectation.
2. Your positive attitude toward the arrival of an EL student will influence the entire class. If you regard the situation as an enriching experience from which everyone can learn, it will be just that. You may want to read aloud a book such as *New Boy in School* by Justus or *Crow Boy* by Yashima, to help make students sensitive to the adjustment the new student will be facing.
3. EL students are language deficient students, not remedial students. They should be evaluated frequently for appropriate placement.
4. Learning a new language is frustrating and exhausting. A light touch is required; as a result, it is a variety important to try varying activities to give students a chance to relax.
5. Sometimes EL students smile and say "yes" to conceal confusion. Check students periodically for understanding.
6. Contact parents in writing when possible. Telephone conversations can be stressful and confusing for parents and guardians who speak little English. It is much easier for them to get help translated written notes.
7. EL students may find the following experiences new and difficult: class changing, coed school, class discussions, noise in hallways and informal classes
8. Some EL students have had little or no formal education. Those who have, however, are probably accustomed to the lecture method of instruction. These students have little experience with class discussion, independent study, and lab work or projects, but they do have well-developed ability to memorize. Classroom methods which capitalize on this ability will both ease the transition to an American class and help students feel they are useful members of the class.
9. EL students should be able to participate in math classes. Most are able to handle mathematics fundamentals but have difficulty understanding verbal or word problems. In the beginning, students should be expected to work only with computation.
10. Some students need to practice forming English letters. Students copy better from paper than from chalkboard to paper.
11. Students should attend music, art, and physical education classes. Music provides repetition of English. Art and physical education offer students a break in their classroom routine and encourage them to associate with other students.
12. Students learn language from each other. Allow and plan for informal student communication.
13. Teachers, aides, or volunteers who know students' native languages should use them sparingly so this will not become a crutch.

Adapted from "Teaching the ESOL Student in the regular Classroom," DeKalb County Schools.

11. Students should attend music, art, and physical education classes. Music provided repetition of English. Art and physical education offer students a break in their classroom routine and encourage them to associate with other students. group work volunteering a response dating and social customs fire and tornado drills American humor, sarcasm, teasing 12. Students learn language from each other. Allow and plan for informal student communication. 13. Teachers, aides, or volunteers who know students' native languages should use them sparingly so this will not become a crutch. Adapted from "Teaching the ESOL Student in the regular Classroom," DeKalb County Schools.

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

- How data is used to improve the rate of language acquisition for ELs
- How the LEA supports each school with respect to continuous improvement practices and specific professional development
- How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum

The EL Coach and school level teams annually review all goals for ELs. Each school reviews student goals and assessment results as part of their comprehensive data review to determine goals and strategies for their CIPs. Reviewers look for trends in the data and address areas of concern within goals and/or strategies and/or action steps within their CIP. Annual EL Committee meetings are held to review/update/create I-ELPs. Teachers use WIDA standards and include them in lesson plans. Classroom teachers and building administrators will continue to receive training regarding teaching, monitoring, and support EL students.

Specific components of the ESL program include:

- Enrollment and identification of ELs
- Screening and assessment for ELs
- Implementation of school level EL committees for the purpose of developing I-ELPs, meeting to discuss ELs with academic concerns, determining if language is a barrier to achievement when other referrals are concerned, and exiting ELs from the core program
- Core instruction provided by the classroom/content area teacher
- Professional development for teachers and administrators
- Parent communication, notification, involvement, and outreach
- Use of evidence based instructional resources

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

Grading Procedures

Instead of alphabetical or numerical grading systems students may receive alternate progress monitoring grades such as "S" for satisfactory. Other assessment methods such as student demonstrations, project-based assignments, oral reports, rubrics and other means of assessment may be utilized to assess EL students. EL students may not receive failing grades due to their limited language abilities. Allowable accommodations are mandated to occur, grades must be based on accommodations, and the grades must be a true depiction of academic achievement. A grade of "F" cannot be assigned to an EL student without full documentation of accommodations having been made to assure the student's full access to the content. Key Point: Lack of ability to read and write English can never be the basis for an "F" or "U". A student cannot be given a failing grade because he/she is not proficient in English.

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

- Qualified personnel (state certification and/or ESL licensure)
- ESL staff development
- Content teacher and administrator staff development

The number of staff employed in the district in the ESL program will be based on the following criteria: number of ELs, the level of English proficiency of ELs, the achievement level of students, the grade level of the students, and other programs in effect at the individual schools.

- All teachers in the English language instruction educational program are fluent in English.
- Professional development is available and provided for all teachers and administrators in support of our EL plan.
- ESL staffing will meet the ALSDE's requirements, with an emphasis on building knowledge of ESL instruction throughout the system while encouraging teachers to pursue outside educational opportunities. Providing instruction will be part of our system's core program. The EL coach will provide assessment and facilitate monitoring/support as well. All ELs will receive their core instruction from certified teachers through their regular academic program.

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

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

Data will be collected and submitted according to ALSDE requirements. Administrators, registrars, and counselors have been trained in the use of Powerschool and the coding of students.

6) Include the LEA's method for **evaluating the effectiveness of its program** for English learners

- LEA engagement in the continuous improvement cycle
- In relation to English proficiency and challenging state academic standards

Effectiveness of the ESL program is monitored using, results of standardized assessments, AMAO results, ALSDE EL data collection, and input from EL committee members, parents, and other applicable parties. Additionally, each year schools include in their ACIPs a review of assessment data including ACCESS for ELLs, growth/proficiency goals, curriculum and personnel review, and parent involvement.

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

EL Students and Special Education Services

Referral of an English as a Second Language (ESL) student to special education needs careful consideration. It is essential that the process be carefully planned and implemented. It is often difficult to determine if the student's difficulties with academics are related to the student's deficits in English proficiency or to a true disability. Research indicates that it takes a minimum of two years for a student to master basic interpersonal communication skills (BICS) and five to seven years to master cognitive academic language proficiency (CALP) skills. Research also shows that the dual load of learning academics and language at the same time sometimes causes academic progress to decline. Therefore, it is critical not to confuse language development with learning difficulties. The school works closely with the district's special education and EL coach to ensure that pre-referral interventions are appropriately implemented. The Problem Solving Team (PST) considers all avenues for pre-referral before referring the student to an IEP team for consideration for referral. If the IEP team, which includes the EL teacher and/or EL coach, agrees that a learning disability or language disability may be involved,

the team may initiate a referral. Special education programs and services must be provided in accordance with the Individuals with Disabilities Education Act of 1997 (IDEA), which states that all students with disabilities are guaranteed the right to a free, appropriate public education, and individualized education program with related services that meet their specific needs, due process, education in the least restrictive environment, tests that are not culturally discriminatory, and multidisciplinary assessments. The materials and procedures used to assess the EL student in all areas related to the disability must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education rather than measuring the student's English language skills. Therefore, assessments used to determine an EL student has a disability and needs special education, rather than measuring the student's English language skills. Therefore, assessments used to evaluate EL students for special education services must be administered in the student's dominant language, when such tests are available. The limited-English proficient student with disabilities has a right to the same individual special education services as other students with disabilities. The Individualized Education Program (IEP) for a limited-English proficient student with a disability must include all of the components as listed in the Alabama Administrative Code. The IEP team also shall also consider the language needs of the student as those need relate to the student's IEP. Parents are a vital part of the process and to ensure their active participation, accommodations must be made at the IEP meeting and in written communications for the non-English speaking parent.

Gifted Program

English Learners are eligible for participation in the gifted program.

Screening/Referral of LEP Students

Before any screening test is administered and/or before submitting the referral when a student, whose native language is not English and whose difficulty in speaking, reading, writing, or understanding English may be an obstacle to successful performance on an English language based standardized test is referred for consideration as a possible gifted referral:

1. The gifted education teacher must confer with the classroom teacher and check the student's permanent record to determine the degree of English proficiency on the W-APT/ACCESS;
2. The gifted education teacher must make arrangements for the EL Committee to meet and include any additional applicable participants;
3. The EL Committee will review information gathered, determine whether the student needs alternative assessment for screening and/or additional assessment if accepted as a gifted referral, and discuss a plan to provide parents with interpretation of "Notification of Request to Screen" and subsequent "Consent to Evaluate and Rights"

The EL Committee's decision will be stated in writing on "Gifted Screening Checklist" form and EL Committee members will sign and date their recommendation.

D. ASSESSMENT AND ACCOUNTABILITY

- 1) Describe how the LEA will encourage and hold schools accountable for **annually measuring the English proficiency** of ELs and for participating in the state-administered testing program.
 - Including coordination with the LEA Test Coordinator/Director
 - Including communication of assessment and accountability requirements to schools

State Testing Participation

Federal law indicates that all Limited English Proficient/English Learners students must participate in all state assessments. The U.S. Department of Education has determined that students who are in the first academic year of enrollment in U.S. schools may be exempt for their first year only. The State guidelines indicate that LEP students, during their first academic year of enrollment in U.S. schools, will not be required to participate in the reading subtests of the state mandated assessments. However, if students do not participate in the reading subtest described previously, the English language proficiency assessment score will be used for purposes of participation in the assessment program. LEP student, during their first academic year of enrollment in U.S. schools, must take the mathematics portions of the state mandated assessments. LEP students who are in their second (or more) year of enrollment in U.S. schools will be required to participate in all state assessments. Directions regarding appropriate accommodations for Limited English Proficient students must be made on an individual basis by the EL committee. An LEP/EL Participation Documentation form should be completed. The committee consists of the student's parents(s)/guardian(s) and no less than three local school or district representatives knowledgeable of the student's language proficiency. The committee considers the content and nature of each specific assessment and the level of the student's language proficiency when making decisions about appropriate accommodations. The accommodations allowed for testing are aligned with what has been practiced regularly in the classroom when the student receives instruction and takes classroom tests.

- 2) Describe how the LEA will **hold schools accountable** for meeting proficiency and long term goals.
 - Monitoring and evaluating school engagement with continuous improvement plan

Each year, schools are asked to complete the CIP which includes a comprehensive review of student data including ACCESS for ELLs results, growth/proficiency goals, curriculum and personnel review, and parent involvement.

The EL coach receives annual training via the ALSDE/WIDA. The EL coach administers all EL assessments and is WIDA certified.

ACCESS for ELLs frequency reports and grade level rosters are reviewed to get an overall representation of English language proficiency and to identify students who are not making adequate progress in language acquisition. Longitudinal data is also reviewed to observe trends and patterns within. Schools develop goals/strategies/action steps to address strengths and weaknesses in meeting standards for meeting growth and proficiency goals.

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

 1. The reasons for the identification.
 2. The child's level of English proficiency.
 - a. How such level was assessed.
 - b. The status of the child's academic achievement.
 3. The method of instruction used in the program
 4. How the program will meet the educational strengths and needs of the child.
 5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
 6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.

7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing:
 - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)
 - b. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)
 - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

Parents who speak a language other than English are encouraged to participate in all programs and activities in local school as well as district offerings. These include parent-teacher conferences, parent workshops, PTOs, etc. Parents are encouraged to offer their input to the local school for suggestions to improve the overall ESL program in order to support their child's academic success. To facilitate parental involvement, the following suggestions should be implemented at the school level:

- Provide communication to parents regarding school programs, procedures, and meetings in the parents' native language whenever possible;
- Parents should be given specific suggestions on how they can best help their children achieve in school in a language they can understand;
- Parents should be given opportunities to volunteer;
- Provide interpreters for open houses and parent teacher conferences;
- Include parents of ELs to the extent practical in the development of system-wide or school level Parent Involvement Plans and Title I Schoolwide Plans, if possible. Whenever possible, the school must provide written communication that the parents can understand and/or provide a person who can speak the parent's native language to facilitate understanding.

The LEA will ensure that appropriate notification is made to parents prior to placing a student in an English language educational program. If a student has not been identified for participation in an English language instructional educational program prior to the beginning of the school year, the EL Committee must carry out the parent notification requirements within two weeks of a student being placed in such a program. According to Title III, Part C, section 3302(a), each LEA shall, "not later than thirty days after the beginning of the school year, inform a parent(s) of a limited-English proficient child identified for participation in, or participating in an English language instruction program about the following:

- The reasons for the identification of the student as limited-English proficient and in need of placement in an English language instruction educational program;
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known;
- The method of instruction to be used in the English language instruction educational program and how program differs in content, instructional goals, and use of English from "regular" programs; school;
- How the program will meet the educational strengths and needs of the student;
- How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate;
- If applicable, how the program meets objectives of the student's individualized education plan (IEP);
- The right of parents to have their child immediately removed, upon their request, from the English language instruction educational program;
- The options that parents have to decline to enroll their child in an English language educational program or to choose another program or method of instruction if another program or method is available;
- The assistance that will be provided for parents in selecting scheduling programs and methods of instruction if more than one schedule or method is offered by the LEA.

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

Alabama Education Stability for Foster Students

LEA Student in Foster Care Overview

Number of Students in Foster Care (Enrolled for Previous School Year): Number of Students in Foster Care (Currently Enrolled):

List Agencies in Collaboration:

Dallas County Department of Human Resources
Dallas County School System
Selma City Schools

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

The agencies met to discuss the current practices and protocols that have been used in the past to support students who are in Foster Care. The discussion encompassed several topics concerning supports provided to students in foster care from the point of view of the Department of Human Resources and the LEAs. The collaborators decided to discuss the following topics: -Educational supports-Transportation services for students in foster care. Each participating agency reviewed enrollment and transportation policies/procedures currently in place. Enrollment policies/procedures have been amended to include "CHILDREN IN FOSTER CARE" to the "immediate enroll" list of student groups. Each agency also amended policies/procedures for "DISPUTE RESOLUTION" to contain information needed for CHILDREN IN FOSTER CARE. A transportation plan for students in foster care was developed jointly by the participating agencies. Each agency will be responsible for transport students to its attendance boundary if it is determined to be in the child's best interest to remain in his/her school of origin. The school system in which the school of origin is located will transport student from the attendance boundary to the school. Should the school of origin not be in a neighboring school system the Department of Human Resources will provide transportation. "Best Interest Determination Forms" (see attached) will be completed with input from the Department of Human Resources. The Department of Human Resources will share the homes of the children in foster care with each LEA to establish where their homes are to meet their transportation needs. Furthermore, the Department of Human Resources will pay for foster-care parents to transport students in foster care to the school of choice.

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

A collaborative planning meeting was held at the Dallas County Department of Human Resources: Zella R. Ford, Dallas County School System; Wanda Goodwin, Dallas County Department of Human Resources. A follow-up planning meeting was held at the Dallas County Department of Human Resources.
Zella R. Ford, Dallas County School System; Wanda Goodwin, Dallas County Department of Human Resources; Allen Shelton, Dallas County School System; Sharon Streeter, Dallas County School System; Ivery Williams, Dallas County School System; Dorothy Irvin, Dallas County School System; Irene Patterson, Selma City Schools; Rafael Simmons, Selma City Schools

LEA(s) Point(s) of Contact:
DHR(s) Point(s) of Contact:

LEA Student in Foster Care Responses

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

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

Describe procedures for implementing the above provisions.

Enrollment policies have been revised to include "CHILDREN IN FOSTER CARE" in the list of "immediately enrolled" students. Revised policies/procedures can be found in each school system's policy book. A foster care child who has been placed in the Dallas County School System/Selma City School System and exits foster care during the school year will be permitted to continue in the school system of origin for the remainder of the school year. In the event there is a disagreement regarding school placement for child in foster care, the school district will comply with legal requirements resolving the dispute. A parent can appeal a best-interest determination whenever the child changes schools. Foster children will be identified by the Department of Human Resources to the LEA at beginning of each school term and upon entry to the school district during the school term. The Department of Human Resources will be allowed to immediately enroll children in foster care in the school district without having the necessary paperwork (birth certificates, shot records, academic records, special education records, etc.) and allow participation in all programs and activities available to students that are not in foster care. Immediate enrollment of students in foster care is to support the student with a smooth transition into the district. The Department of Human Resources will assist with obtaining school records, birth certificates, immunization records, related health records, school supplies, required fees or dues, and items of clothing, particularly if necessary to meet a school dress or uniform requirement. The school district will share education records with the DHR that are allowed by the Family Educational Rights and Privacy Act (FERPA) and other state privacy laws. However, there are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so. This exception allows educational agencies to disclose without parental consent educational records, including IDEA, or students in foster care to the DHR. Children placed in foster care outside the school district of origin, attending a school in that district, will be provided transportation to and from school in accordance with the Transportation Policy of that district. Children in foster care outside the school district of origin, but remaining in a school within the school district of origin, shall receive transportation to and from school on a "cost-efficient" manner and in accordance with Section 475 (4) (A) of the Social Security Act for the duration of the time the child is in foster care. The district of origin and DHR will be responsible for transportation costs to and from school. The Department of Human Resources will share (1/2 cost) any excess cost in transporting the student. Excess cost will be the difference between what an LEA normally spends to transport the student to school (if not provided through a regular bus route) and the provision of special transportation only for the student. The cost of transportation shall not be considered when determining the best interest of the child.

ESSA Section 1111(g)(1)(E)(i) – A description of how the LEA in collaboration with the local child welfare agency will ensure that in determining whether it is in the child's best interest to remain in his/her school or origin, and LEA takes into consideration all factors relating to a child's best interest.

Description of how the LEA will work with child welfare agencies to develop a clear policy or protocol on how to make best interest determinations including making every effort to gather meaningful input from relevant parties, in addition to required child welfare and school representatives, in deciding what school placement is in a child's best interest. Include a description of protocols in this description.

For the purpose of this plan, "the school origin" is the school district in which the child is enrolled at the time of the placement in foster care or school district of residence. A child in foster care shall remain in his/her school of origin if it is determined to be in the best interest of the child for the duration of time in foster care. If a student attending the school district in accordance with state guidelines placed in the foster care, the school district contact person will collaborate with the Department of Human Resources to determine whether it is the child's best interest to remain in the school district taking into consideration all factors relating to the child's best interest. These factors shall include appropriateness of the current educational setting and proximity of placement (ESSA Section 1111 (1) (E) (i)). These factors include, but are not limited to:

1. Preferences of the child;
2. Preferences of the child's parent(s) or educational decision maker(s);
3. The child's attachment to the school, including meaningful relationships with staff and peers;
4. The proximity of the resource family home to the child's present school;
5. The age and grade level of the child as it relates to the other best-interest factors;
6. The needs of the child, including social adjustment and well-being;
7. The child's performance, continuity of education, and engagement in the school the child presently attends;
8. The child's special education programming if the child is classified;
9. The point of time in the school year;
10. The child's permanency goal and likelihood of reunification;
11. The anticipated duration of the placement;
12. Placement of the child's sibling(s);
13. Influence of the school climate on the child, including safety;
14. The availability and quality of the services in the school to meet the child's educational and socio-emotional needs;
15. History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage;
16. Whether the child is a student with a disability under the Individuals with Disabilities Act (IDEA) who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
17. Whether the child is an English language learner (ELL) and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act of 1974 (EEOA). The school district's point of contact person will discuss these factors with the Department of Human Resources (this will be completed using the Individual Service Plan – ISP) and will make every effort to gather meaningful input and participation from the relevant parties, including appropriate school personnel, in the best interest determination.

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

A transportation plan for students in foster care was developed jointly by the participating agencies. Each agency will be responsible for transporting students to its attendance boundary if it is determined to be in the child's best interest to remain in his/her school of origin. The school system in which the school of origin is located will transport the student from the attendance boundary school. The Department of Human Resources will share any excess cost (1/2 cost) in transporting the student. Excess cost will be the difference between what an LEA normally spends to transport a student to school (if not provided through a regular bus route) and the provision of special transportation only for the student. Should the school of origin not be in a neighboring school system, the Department of Human Resources will be responsible for transportation. "Best Interest Determination Forms" (see attached) will be completed with input from the Department of Human Resources. The transportation plan will be discussed and determined when developing the Individualized Service Plan (ISP). In the event there is a disagreement regarding transportation for a child in foster care, the school district will comply with the Alabama State Department of Education requirements for resolving dispute. The Board of Education shall provide or arrange for adequate and appropriate transportation for foster care student while any disputes are being resolved. If an LEA seeks to place a child in foster care in a school other than the school of origin or the school requested by the educational decision-maker, the educational decision-maker shall be provided written notice of his/her right to appeal the decision (see Appendix A for a sample written notice), including:

1. The contact information for the LEA foster care point of contact and the SEA foster care point of contact.
2. An explanation of the reasons for the LEA's decision.
3. A step-by-step description of how to dispute the LEA's decision (Level I procedure), including a dispute form (see Appendix B for a sample dispute form).
4. An explanation that if the educational decision-maker chooses to initiate a dispute, the student shall remain in the school of origin, receiving all appropriate educational services, until the dispute reaches its final resolution.
5. Timelines for resolution of the dispute at each level.
6. Notice of the right to appeal to the SEA if the local-level resolution is not satisfactory.

Level I: LEA Superintendent or Designee1.

1. Initiating the Level I Dispute: To dispute an LEA's decision related to school selection (best interest) or enrollment for a child in foster care, an educational decision-maker must request dispute resolution in writing by submitting a dated appeal letter specifying the school in which enrollment is sought and the basis for seeking enrollment in that school. The appeal letter must include the name and contact information (phone, email and mailing address) for the educational decision-maker. The educational decision-maker must submit the appeal letter within five (5) school days of receiving from the LEA written notice of the right to dispute the decision. The letter may be submitted via an email with the subject "Foster Child Appeal," or delivered to any school to the attention of the superintendent. Regardless of how the appeal letter is submitted, the school or LEA shall ensure the LEA's superintendent or designee receives it immediately. The submission of the appeal letter by email or delivery to any school initiates the dispute. From that point, the student shall remain in the school of origin until the dispute reaches its final resolution. The student shall be provided with appropriate educational services for which the student is eligible during the pendency of the dispute. Students attending their school of origin during the pendency of the dispute will be entitled to receive transportation. The LEA will provide or arrange transportation during the dispute. Once the dispute is resolved, transportation will be provided pursuant to the local transportation procedure developed collaboratively between the LEA(s) and the Department of Human Resources.

2. LEA Decision: The superintendent, or superintendent's designee, will arrange for a personal conference to be held with the educational decision-maker, the student (if appropriate), and Director of the Department of Human Resources. The personal conference will be arranged within five (5) business days of the LEA's receipt of the Level II appeal letter and will take place as expeditiously as possible. Within five (5) business days of the personal conference, the superintendent, or superintendent's designee, will inform the educational decision-maker of the decision in writing, using the contact information provided in the appeal letter. The superintendent or designee may consult with the LEA foster care point of contact in making the decision. The written decision provided to the educational decision-maker must include:

1. A copy of the complete Level I appeal packet.
2. The decision rendered at Level I by the superintendent or designee and an explanation for that decision.
3. Instructions regarding how to file a Level II dispute, including the name, phone number and email address of the SEA foster care point of contact.

If the educational decision-maker disagrees with the Level I decision and wishes to appeal to Level II, the educational decision-maker shall inform the LEA superintendent or designee of the intent to appeal to Level II within five (5) school days of receipt of the LEA's Level I decision. If the educational decision-maker does not appeal within five (5) school days, the child shall be enrolled and provided all appropriate educational services in the school determined by the LEA. If that school is not the school the child had been attending during pendency of the dispute, the LEA will prioritize minimizing the disruption to the child's education in effecting the transition to the new school.

business days of the personal conference, the superintendent, or superintendent's designee, will inform the educational decision-maker of the decision in writing, using the contact information provided in the appeal letter. The superintendent or designee may consult with the LEA foster care point of contact in making the decision. The written decision provided to the educational decision-maker must include: 1. A copy of the complete Level I appeal packet. 2. The decision rendered at Level I by the superintendent or designee and an explanation for that decision. 3. Instructions regarding how to file a Level II dispute, including the name, phone number and email address of the SEA foster care point of contact. If the educational decision-maker disagrees with the Level I decision and wishes to appeal to Level II, the educational decision-maker shall inform the LEA superintendent or designee of the intent to appeal to Level II within five (5) school days of receipt of the LEA's Level I decision. If the educational decision-maker does not appeal within five (5) school days, the child shall be enrolled and provided all appropriate educational services in the school determined by the LEA. If that school is not the school the child had been attending during pendency of the dispute, the LEA will prioritize minimizing the disruption to the child's education in effecting the transition to the new school.

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

Upon initial enrollment, students identified as being in foster care will immediately be enrolled in school even in the absence of required documents. The Foster Care Point of Contact will schedule a "parent interest determination" meeting with all necessary parties involved. This meeting may include a phone conference if all parties cannot meet within twenty-four (24) hours. Transportation for students in foster care will be provided in the same manner as provided to other students. Should it be determined that it is in the best interest of the child in foster care to remain in his/her school of origin that is outside the attendance boundaries of the system, transportation will be provided to system's boundary. If the school of origin is not located in a system that directly borders the system, the Department of Human Resources has agreed to provide transportation to the school of origin.

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

Related Documents

* = Required

Related Documents		
	Type	Document
 	*N and D Transition Plan	Transition Plan
 	*Supplement Not Supplant Methodology Assurance	Supplement Not Supplant

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

- 1. LEA Consolidated Plan** OK ▼
 - 1. All LEA Consolidated Plan questions answered
- 2. Foster Care Plan** OK ▼
 - 1. All Foster Care Plan questions answered or
 - 2. Foster Care Plan uploaded in the document library
 - 3. Foster Care Signature Page uploaded in the document library