**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.**

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| The goal of Russellville City Schools Title I Schoolwide program is to enable every student to meet the state academic achievement standards. RCS provides well rounded programs of instruction with evidence based curriculum to meet the academic needs of all students. Our system is committed to placing properly certified and qualified teacher in every classroom. Computer labs are equipped with software programs for assessments, remediation. Parents of all our children are encouraged to participate in their child’s school. Additional teachers and paraprofessionals are employed using local, Title I, and Title II funds to reduce the class size in our schools and to provide extra support to our at-risk students. |

**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.**

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| RCS provides will rounded programs of instruction with evidence based curriculum for students who may be at risk for academic failure. Diagnosing and addressing reading, math and language acquisition problems early is very important in helping a child succeed, therefore, we utilize our Intervention teachers as a part of our formative assessment team at each local school. AimswebPlus is administered three times per year, beginning, middle and the end of school. ACAP will be administered in second through eighth grades each year. The ACCESS 2.0 test is used to determine English Language Proficiency. Any student scoring below 4.8 on ACCESS is eligible for intervention services. Administrators, School Counselors, Instructional Coaches, EL Coach, EL teachers and classroom teachers should be contacted by parents with any questions regarding assessments. The EL teachers and EL aides can be contacted to interpret scores for EL students and parents. |

**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.**

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| Students eligible for Title I intervention services are those who are identified as having the greatest need for academic assistance because they are at risk for failing or failing to meet state standards. The identification of these students is based on multi-criteria forms; the criteria may include, but not limited to: standardized test, criterion-referenced tests, and formative assessments, performance in the regular academic classroom, teacher assessment and observation. Students in Kindergarten through fifth grade are eligible for Intervention services. We utilize our Intervention teachers as a part of our formative assessment team at each local school for those students who are most in need of additional instruction in reading, math and language acquisition. RCS provides well rounded programs of instruction with evidence based curriculum to meet the academic needs of students identified for intervention services. |

**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.**

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| Students eligible for Title I intervention services are those who are identified as having the greatest need for academic assistance because they are at risk for failing or failing to meet state standards. The identification of these students is based on multi-criteria forms; the criteria may include, but not limited to: standardized test, criterion-referenced tests, and formative assessments, performance in the regular academic classroom, teacher assessment and observation. Students in Kindergarten through fifth grade are eligible for Intervention services. For those students who are most in need of additional instruction in reading, math and language acquisition. RCS provides well rounded programs of instruction with evidence based curriculum to meet the academic needs of students identified for intervention services. |

**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**

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| Russellville City School’s personnel staffing decisions have been made by placing teachers who are certified in positions that are most beneficial to students at each school. Our System is a single grade span system. |

**6. Sec. 1112(b)(3)**

**Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2)Targeted Support Schools**

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| Does not Apply |

**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).)*

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| Russellville City Schools is a single grade span system. |

**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**

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| Does not Apply |

**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.).**

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| Homeless children and youth will be provided the opportunity to receive a free and appropriate public education regardless of their residency status. The program will ensure that these students are afforded equal access to academic and other services that will allow them to meet the same challenging state achievement standards as non-homeless students. The program provides procedural guidelines to ensure that homeless students are not denied enrollment due to the lack of registration documentation at the time of enrollment. Homeless children and youth, including preschool age children, will be enrolled immediately pending obtainment of the necessary documents. The school counselor will assist parents, guardians, or unaccompanied youth in obtaining proper documentation. The homeless education program makes every effort to provide homeless children and youth with a stable school environment by enrolling students in the school of origin and providing them with transportation to and from the school of origin. Provisions are made for parents, guardian, or unaccompanied youth to decline enrollment in the school of origin. Homeless children and youth and their families receive educational services for which they are eligible, including Head Start, Even Start, and preschool programs administered by the LEA, and referrals to health, mental health, dental, and other related appropriate services to be provided under the McKinney-Vento Homeless Assistance Act. The program provides for homeless liaison that will ensure program implementation and coordinate efforts to ensure that homeless children and youth, including preschool age children, are provided the opportunity for academic success. |

**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**

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| RCS shall work closely with Russellville Head Start and Russellville City Schools Pre School Program to have a successful transition for children entering our school system. Administrators set aside a day to visit with Head Start parents to explain our school programs. The transition is made easier by students and parents touring our building, meeting the principal, and asking questions before kindergarten registration. Translators are made available to assist. |

**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.**

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| Russellville City Schools has no targeted assistance programs. |

**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.**

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| Russellville City Schools, Secondary Schools, do not receive Title I funding. |

**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.**

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| Russellville City Schools, Secondary Schools, do not receive Title I funding. |

**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)**

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| SIR Reports and school discipline reports indicate Russellville City Schools does not have a high rate of discipline practices which remove students from the classroom. Continued monitoring of these reports will indicate the need for efforts to reduce practices should this become a problem in our system. |

**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.**

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| Russellville City Schools, Secondary Schools, do not receive Title I funding. |

**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.**

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| Russellville City Schools, Secondary Schools, do not receive Title I funding. |

**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.**

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| Russellville City Schools funds Gifted and Talented students through state gifted funds and local funds. |

**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.**

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| Russellville City schools funds library programs through library enhancement funding and local funds. |

**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))**

1. **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).**

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| Parents were involved in the development and review of the Parent and Family Engagement section of the Consolidated Plan by serving as members of the Russellville City Schools Advisory Panel. During annual meetings with parents of participating students in Title I schools, the Consolidated Plan is distributed. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities. They will also use the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students.  The Parent and Family Engagement Policy is made available to parents in the following venues:   * Annual Title I Meeting * Russellville City Schools website and all Title I School Websites * Administrative Offices |

**Sec. 1116(a)(2)(B))**

1. **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.**

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| Russellville City Schools provides for the coordination, technical assistance, and other support necessary to assist Title I participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. RCS coordinates with employers, business leaders, philanthropic organizations and parents on planning and implementing effective parent and family involvement. Additional parent meetings/activities will be held at various times during the school year. Meetings/activities will be arranged at various times so that parents can attend. Different meetings/activities will be of a different nature so that all parents can be encouraged to participate. Some may be more formal and informative. Some may be informal meetings between teachers and parents, and some may include hands-on activities, such as looking at computer programs and tips for their child to be successful in reading. All meetings will have a translator available to assist with language barriers. Parents may be notified of meetings through (1) notices sent home by students in the appropriate language, (2) newspaper announcements, (3) internet postings on Russellville City Schools Website and social media platforms, (4) public postings in English and Spanish and (5) Schoolcast Calling/Texting System. |

**Sec. 1116(a)(2)(C))**

1. **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.**

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| Russellville City Schools provides for the coordination, technical assistance, and other support necessary to assist Title I participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. RCS coordinates with employers, business leaders, philanthropic organizations and parents on planning and implementing effective parent and family involvement. Additional parent meetings/activities will be held at various times during the school year. Meetings/activities will be arranged at various times so that parents can attend. Different meetings/activities will be of a different nature so that all parents can be encouraged to participate. Some may be more formal and informative. Some may be informal meetings between Title I teachers and parents, and some may include hands-on activities, such as looking at computer programs and tips for their child to be successful in reading. All meetings will have a translator available to assist with language barriers. Parents may be notified of meetings through (1) notices sent home by students in the appropriate language, (2) newspaper announcements, (3) internet postings on Russellville City Schools Website and social media platforms, (4) public postings in English and Spanish and (5) Schoolcast Calling/Texting System. |

**Sec. 1116(a)(2)(D))**

1. **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)**

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| Russellville City Schools, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrants and parents of migratory children. All important information is sent home in Spanish and notices about parent meetings are sent in Spanish. An EL aide is available onsite to assist with the creation of such documents and questions from parents concerning information sent home. Every effort is made to accommodate parents with disabilities. Russellville City Schools has handicapped accessible buildings. |

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

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| RCS shall educate teachers, paraprofessionals and administrators with the assistance of parents on how to reach out, communicate with, and build ties between parents and the school. Russellville City Schools will continue working with teachers to help in the understanding of the importance of parent and family engagement in the schools through grade-level meetings, faculty meetings, in-services, and professional development workshops. The entire Russellville City Schools staff is expected to continue their work with parents in meeting their child’s needs to ensure academic achievement. |

**(iii) strategies to support successful school and family interactions**

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| Parents were involved in the development and review of the Parent and Family Engagement section of the Consolidated Plan by serving as members of the Russellville City Schools Advisory Panel. During annual meetings with parents of participating students in Title I schools, the Consolidated Plan is distributed. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities. They will also use the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students.  The Parent and Family Engagement Policy is made available to parents in the following venues:   * Annual Title I Meeting * Russellville City Schools website and all Title I School Websites * Administrative Offices |

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

1. **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.**

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| Parents were involved in the development and review of the Parent and Family Engagement section of the Consolidated Plan by serving as members of the Russellville City Schools Advisory Panel. During annual meetings with parents of participating students in Title I schools, the Consolidated Plan is distributed. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities. They will also use the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students.  The Parent and Family Engagement Policy is made available to parents in the following venues:   * Annual Title I Meeting * Russellville City Schools website and all Title I School Websites * Administrative Offices |

**Sec. 1116(a)(2)(F))**

1. **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.**

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| The planning process began with the Federal Programs Coordinator, administrators of the local schools and others attending meetings, workshops, and planning sessions at the state and district level An advisory panel was created with individuals who could serve on various committees. This panel is a springboard for successful parental involvement in all federal programs. The advisory panel was appointed to include parents of children served in our various federal programs such as English Language Learners (EL), Title I, and Special Education. Parents of students in these programs, teachers, paraprofessionals, and administrators from the school served were included and attended their specific meetings.  Russellville City Schools Advisory Panel, Federal Program Coordinator and Title I schools annually hold parent meetings and have parent conferences with most of their parents at least once a year. |

**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:**

1. **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.**

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| Shall train parents of participating students in understanding the CCRS standards, performance standards, state and local assessments, Title I requirements, how to monitor their child’s progress, and how to work with educators toward their child’s improved performance and achievement. This will be done through conferences, an annual Title I meeting, various parent meetings are held during the day and evening at which time the school will explain how to understand all components of their child’s education. |

1. **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.**

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| RCS shall provide materials and facilities to train parents, teachers, paraprofessionals and administrators to work with each other and with parents as equal partners to improve their child’s performance. Russellville City Schools is developing an extensive parental involvement web page. Throughout the year, parent workshops will be held on various topics such as computer training, homework help, and tips on how to help your child become a successful reader. |

1. **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.**

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| RCS shall educate teachers, paraprofessionals and administrators with the assistance of parents on how to reach out, communicate with, and build ties between parents and the school. Russellville City Schools will continue working with teachers to help in the understanding of the importance of parental involvement in the schools through grade-level meetings, faculty meetings, in-services, and professional development workshops. The entire Russellville City Schools staff is expected to continue their work with parents in meeting their child’s needs to ensure academic achievement. |

1. **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.**

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| RCS shall work closely with Russellville Head Start and Russellville City Schools Pre School Program to have a successful transition for children entering our school system. Administrators set aside a day to visit with Head Start parents to explain our school programs. The transition is made easier by students and parents touring our building, meeting the principal, and asking questions before kindergarten registration. Translators are made available to assist. |

1. **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.**

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| RCS shall ensure that information concerning a child’s progress and parent programs, meetings, and other activities is sent to the parents of participating children in a format the parent can understand. Documents are created in Spanish and an EL aide is available on site for translation and interpretation. |

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

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| RCS shall ensure to the extent feasible and appropriate, under Title I, Part A, Russellville City Schools coordinates and integrates parental involvement programs and activities with other federal programs, such as our EL program. We have an EL aides available on site for translation and interpretation. |

1. **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.**

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| RCS may involve parents in the development and effectiveness of training for certified personnel. Results from the annual Title I parent surveys are used when determining professional development needs for principal, teachers and other educators. |

1. **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.**

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| RCS may provide necessary literacy training for parents. If funds are not available, Part A funds may be used if all other monies have been exhausted. |

1. **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.**

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| RCS may provide reasonable expenses to enable parents to participate in Title I meetings and training sessions. |

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

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| RCS may train parents as part of the advisory panel annual meeting and the annual Title I parent meeting to increase the involvement of non-active parents. |

1. **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.**

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| RCS may offer meetings on a flexible schedule, alternating between morning and evening, to accommodate parents work schedules. |

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

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| RCS may provide access to programs initiated to strengthen parent involvement. |

1. **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.**

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| RCS may establish a district wide parent advisory council to serve as liaisons to all matters related to all federally funded programs. |

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

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| RCS involves community based organizations and businesses in the annual advisory panel meeting and encourages participation in school activities and programs. |

**Sec. 1116(f)**

1. **Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.**

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| Russellville City Schools, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrants and parents of migratory children. All important information is sent home in Spanish and notices about parent meetings are sent in Spanish. An EL aide is available onsite to assist with the creation of such documents and questions from parents concerning information sent home. Every effort is made to accommodate parents with disabilities. Russellville City Schools has handicapped accessible buildings. |

**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 \_Federal Programs Advisory Council meeting minutes and signature page\_. The school district will distribute this policy to all parents of participating Title I, Part A children on or before August 30, 2020.**

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**PLAN APPROVED BY *(Person or Entity*) DATE OF APPROVAL**

**PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION**

**(1) INFORMATION FOR PARENTS-**

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

**(i) Whether the student’s teacher—**

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

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

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

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

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

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

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

**LEA CONSOLIDATED PLAN ASSURANCES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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