Saraland Middle School
401 Baldwin Street
Saraland, Alabama 36571
251-679-9405
251-679-9456 fax

August 28, 2017

Dear Saraland Family,

We are pleased to notify you that in accordance with the *Every Student Succeeds Act of 2015*, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please complete the top portion of the enclosed form, and return the form to your child's school. Should you have any questions, feel free to contact the school office at 679-9405, and we will be happy to assist you. Additionally, you may contact the system's Federal Director, Dr. Kristen Sousa, at 375-5420.

Sincerely,

Mr. Alex Crane, Saraland Middle School Principal

Parents Right-to-Know

(Teacher Qualifications)

ESSA, Section 1112 (c)(6)

(6) PARENTS RIGHT-TO-KNOW-

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

(ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

(iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

(iv) 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—

(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.

(C) FORMAT- The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

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Saraland City School System

Parents Right-To-Know • Request Teacher Qualifications

Title I, Part A, Section 1112(c)(6), *Every Student Succeeds Act,*, Public Law 114-95

I am requesting the professional qualifications of _____

who teaches my child, _____ at _____.
Child's Name (Please Print) School (Please Print)

My mailing address is _____.
Street (Please Print) City Zip

My telephone number is _____.

My name is _____.
Name (Please Print)

_____ _____
Signature Date

This Section is to be Completed by School/Central Office

Date Form Received: _____ Received by: _____

Teacher's Name: _____ Subject: _____

Has the teacher met state qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches? Yes _____ No _____

Is the teacher teaching under emergency or other provisional status?
_____ Yes _____ No

Undergraduate Degree _____ (University/College)
Major Discipline _____

Graduate Degree _____ (University/College)
Major Discipline _____

Does a paraprofessional provide instructional services to the student?
_____ Yes _____ No

If yes, what are the qualifications of the paraprofessional?

High School Graduate _____ (Year)

Undergraduate Degree _____ (University/College)
Major/Discipline _____

College/University Credit _____ (Hours)
Major/Discipline _____

_____ _____
Signature of Person Completing Form **Date Returned to Parent**

Parents Right-to-Know

(English Learners)

Title I Section 1112 (3)(A)

Language Instruction-

(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of—

(i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;

(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

(iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

(iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;

(v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;

(vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort
graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;

(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and

(viii) information pertaining to parental rights that includes written guidance—

(I) detailing the right that parents have to have their child immediately removed from such program upon their request;

(II) detailing the options that parents have to enroll their child in such program or to choose another program or method of instruction, if available; and

(III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph
(A).

(C) PARENTAL PARTICIPATION.—

(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

(I) be involved in the education of their children; and

(II) be active participants in assisting their children to—

(aa) attain English proficiency;

(bb) achieve at high levels within a well-rounded education; and

(cc) meet the challenging State academic standards expected of all students.

(ii) REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

(D) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or
language-minority status.

(4) NOTICE AND FORMAT.—The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Parent and Family Engagement Plan FY18

The Federal Programs Director schedules an annual meeting to involve parents in the joint development and revision of the LEA Consolidated Plan. Elementary and secondary administrators, aCIP chairs, teachers, counselors, parents, the ESL Coordinator, the Special Education Coordinator, and the Supervisor of Health Services attend the meeting. The Federal Programs Director requests input from parents for each item stated in the plan. Also, parents are included in the development and revision of the system's Strategic Plan, District Continuous Improvement Plan (DIP), and local school Continuous Improvement Plans (aCIP).

Saraland City School System will take the following actions to involve parents in the process of school review and improvement:

- conduct parent conferences,
- conduct the Annual Title I Parental Involvement Meeting,
- conduct Statewide Parenting Day,
- survey parents of their needs and offer training to address those needs,
- conduct faculty meetings to discuss ways to consistently communicate with parents through newsletters, syllabi, grade level/department meetings, and
- contact parents through email, telephone calls, newsletters, social media, and the website to remind them of scheduled meetings.

Each school in the Saraland City School System will provide assistance to parents and family members in understanding topics such as the following:

- College and Career Ready Standards (CCRS),
- state and local academic assessments including alternate assessments,
- grading procedures,
- Title I requirements,
- strategies for monitoring their child's progress, and
- strategies for working with educators.

All schools will conduct grade level meetings, departmental meetings, and/or individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Chalkable Student Portal, progress reports, and report cards). Local school and Title I parental involvement funds will be used to purchase materials for parent meetings to improve student performance in the core content areas (i.e., Statewide Parenting Day, Math and Literacy Nights, and parent meetings focusing on specific topics).

The LEA Consolidated Plan is posted on the system's website. Additionally, hard copies are available in the front office of each school.