

**OPP CITY SCHOOLS
305 EAST STEWART AVENUE
OPP, AL. 36467**

Continuous Improvement Plan

FOR THE SCHOOL YEAR 2008-2009



Mr. Michael Smithart - Superintendent

Ms. Emily Edgar – Assistant Superintendent

Opp City School District Vision Statement

Opp City School System strives to prepare students to be knowledgeable, responsible, productive, and confident, in order to be successful in the twenty-first century.

Opp City School District Mission Statement

It is the mission of Opp City School District is to provide educational excellence, to produce individuals with character and knowledge in order to be prepared and successful in the twenty-first century, accomplished by:

- Academic and fiscal accountability
- A highly competent, caring and dedicated organization
- An active and supportive community
- A varied and challenging curriculum
- A clean and safe environment

Opp City School District Belief Statements

1. Every individual is unique, has dignity and worth.
2. High expectations lead to improved performance.
3. All individuals deserve positive recognition and equal opportunities.
4. Creativity should be fostered in the learning environment.
5. Educators are role models.
6. Learning is lifelong.
7. Active parental involvement is imperative to the educational process.



Opp City Schools District is a three school district, which consists of a K-4 elementary school, 5-8 middle school and 9-12 high school. Currently South Highlands Elementary School and Opp Middle School qualify as a Schoolwide Programs. Opp High School does not qualify for Title I funds at this time.

Year 2008	Enrollment	Free	%Free	Reduced	%Reduced	Free Reduce	%Free Red
Opp City	1,363	607	44.53	101	7.41	708	51.94
Opp High	400	134	33.50	30	7.50	164	41.00
OppMiddle	438	205	46.80	44	10.05	249	56.85
SHES	525	268	51.05	27	5.14	295	56.19

All school in the district are currently clear in academic status.

In order to improve student achievement, Opp City Schools have made a conscious effort through this consolidated plan to align the various programs in a coordinated effort to supplement the local and state education improvement efforts. The focus is on changing education strategies, encouraging comprehensive systematic school reform, upgrading instructional and professional development to align with state standards, strengthen accountability, and promote the coordination of resources to improve education for all children.

The consolidated plan will provide a framework for determining how resources of federal, state and local funds will be used; it encourages cooperation and collaboration across federal programs and integrated federal program goals with the Opp City Schools' plans for educational improvement.

Through the consolidated efforts of administrators, counselors, teachers, parents, students and community leaders, the following plan was developed to help low-achieving children meet challenging achievement and academic standards for both the Title One Schoolwide funded programs at South Highlands Elementary School and Opp Middle School. The vision, mission and goals of the district are included in the LEA Plan and reflected in each individual school's CIP.

As required in Title I, Part A the LEA Continuous Plan was developed in consultation with teachers, principals, administrators, other appropriate personnel, and with parents of children in schools served under Title I. The plan is reviewed twice yearly by the Federal Programs Advisory Committee, once in the fall and once in the spring. Once revisions and changes are made the plan is sent to Superintendent for approval and then to SDE

Federal Programs Specialists for state approval. A list of committee members is attached.

The CIP will be reviewed for revision in the spring/fall of each year. The plans will be made available to parents and to the community for review at each school office, central office and posted on the district's website. Availability of these plans will be announced through individual school communication resources.

(A) Assessment and Local Measures

Opp City Schools recognizes that there are many important aspects of educational assessment. They must include the transitory nature of learning, frequent assessment, and use a variety strategies and materials.

In addition to state level assessments for designated grade levels, some state assessments are utilized for other grade levels as well as several local assessments that are given.

The LEA will implement the following assessments to:

- To determine the success of children served under this part in meeting the State student academic achievement standards
- To provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in Section 1111(b)(1)(D)(ii)
- To assist in diagnosis, teaching, and learning in the classroom in ways that best enables low-achieving children served under this part to meet State student academic achievement standards and do well in the local curriculum
- To determine what revisions are needed to projects under this part so that children meet the State student academic achievement standards
- To identify effectively students who may be a risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under Section 1208.

Teachers, counselors, and administrators will utilize the following assessments to insure high quality instruction and to determine student success in meeting the states student performance standards:

1. ARMT and Stanford 10 Achievement Test, grades 3-8. (State Mandated)
2. Stanford 10 Achievement will be administered to 2nd grade to identify students that may be struggling with math and reading. The assessment will also help prepare students for taking standardize tests and allow students an opportunity for introduction to test format and procedures.
3. Kindergarten and first grade check list. Assessment yields basic skills information needed for each grade level.
4. Fifth and seventh grade writing assessment.
5. End-of-course assessments (algebra and geometry).
6. OLSAT is given to 4th grade students to assess a basic "ability level"
7. Alabama High School Graduation Exam.
8. DIBELS is required to be utilized in grades K-3. Grades 4-6 will utilize the fluency/comprehension component in the Scott Foresman reading series.

Classroom-based instructional assessments for reading and math include the following:

- Progress Monitoring -This provides instant feedback for the teacher and yields areas that student may need specific remediation or intervention instruction. The results from DIBELS will be evaluated to identify individual student development in the areas of Phonological Awareness, Letter Naming, Fluency Phonemic Segmentation of Fluency, Measure of Alphabetic Principle, and Measure of Fluency with Connected Text.
- STAR Test for basic reading ability grades K-4
- Assessments driven by Voyager “Passport” and V-Math for reading and math intervention
- Compass/Odyssey Learning K-12
- Lexia and Orchard computer based assessments are utilized in Title I classes at OMS.
- Accelerated Reading program is utilized to measure basic, proficient, and advanced reading skills for grades 1-8.
- Scott Foresman assessment components

(B) Other Indicators

Opp City Schools utilizes the following non-academic indicators to address academic achievement:

- Summary of Attendance
- BBSST Data
- Retainee lists
- List of D’s and F’s every nine week reporting period
- Attendance
- Grade Recovery (OMS, OHS)
- Parent Participation Data
- Discipline Referrals
- Environmental Factors

Individual student assessment results are disseminated to parents by the following practices:

South Highlands Elementary School

SHES participates in the following testing of the student population: Stanford Achievement Test (SAT 10) grades 2-4, Alabama Reading and Math Test (ARMT) grades 3-4, Otis Lennon School Achievement Test (OLSAT) grade 4.

After reviewing student performance of required state academic testing, a report to each parent is sent home of their child’s test scores. The report is a description of the students’ proficiency level in comparison to children in the same grade level across the nation and at the state level. The home report is sent to homeroom teacher to distribute to parents in

the month of August. The counselor also presents test assessment data at beginning of the year PTO and Open House meetings. The counselor is also available for individual parent meetings if requested.

Opp Middle School

OMS has a test result distribution policy. OMS participates in the Alabama Direct Assessment of Writing (ADAW, grades 5-7) and the Stanford Achievement Test (SAT 10), Otis Lennon School Achievement Test (OLSAT), Alabama Reading and Math Test (ARMT) all grades.

The ADAW is administered in February. The ADAW provides a copy to be filed in the students' cumulative file. The ADAW Home Report test results are distributed to students in the final Report Card at the end of school

The SAT and OLSAT are administered in April. Test results are returned to school at the beginning of school shortly after school starts. Test results are filed in students' cumulative files and are available for parental review and interpretation at any time.

The ARMT is administered in conjunction with the SAT and OLSAT. The test results are returned at the same time as the SAT and OLSAT. The ARMT provides a copy to be filed in the students' cumulative file. The ARMT Home Report is sent home by the reading teacher at the beginning of the school year.

All students testing scores/results are considered confidential information. All parents have a right to examine any of their child's school records. Test interpretation and comparison is provided through the Counselor's Office upon parent request.

Opp High School

(C) Additional Educational Assistance

Reform efforts already in progress will be expanded to increase program coordination, program integration and student improvement in achieving high academic standards. These include:

1. Opp City Schools Preschool Program/Developmentally Delayed ages 3-5.
KAMPS
2. Tutorial programs, K-12.
3. Integrated Science Program, grades 6-8, Opp Middle School.
4. Saturday Academic Remediation
5. Parental Involvement.
6. At Risk – DARE, Early Warning Truancy Prevention; Contracted counseling services (students and parents).
7. Alternative Programs (TABS) Teaching Academics and Behavior Success, 5-12.
8. Extended Day Program RACE Track, Opp Middle School.
9. Dropout prevention.
10. Alabama Reading Initiative K-4
11. Voyager "Passport" Intervention Reading Program grades K-4
12. Voyager "V-Math" Intervention Math Program grades 3-4
13. Voyager "Journeys" Intervention Reading Program grades 9-12

(D) Coordination of programs and Professional Development

Professional development will focus upon the best of an array of high performance, researched based instructional strategies. Resources will be coordinated to help at risk children meet state student performance standards, provide instruction by highly qualified staff and provide opportunities for high quality professional development.

Each school has developed the component for professional development in their CIP. Teachers are also given a survey from Southeast Regional Inservice Center to identify professional development needs. Coordination of Title I, Title II, Title VI funds and state professional development funds will facilitate professional development activities that are specific to school, subject area, personal or professional individual instructional needs. Opp City Schools will provide professional development for teachers, pupil service personnel, administrators, parents and other staff in accordance with needs identified by local / and In-service Center needs survey. Needs are analyzed annually based on:

1. State and local student assessment data for Opp City Schools to determine system and school deficiencies.
2. Recommendations by SACS review committees.
3. Local school's needs assessment.
4. TSU/Regional In-service Center needs assessment.
5. Priorities identified in individual school plans.
6. PEPE
7. No Child Left Behind Mandates

Funding for implementing system and local schools professional development plans include:

1. State funding allocation per teacher unit.
2. Federal funding as specified in each program
3. Local LEA designated funds.

There are on-going opportunities for staff members to participate in high quality, effective, research based activities that enable them to help students meet the state's achievement standards. Teachers have been trained in 4MAT, Making Sense Strategies provided by the state department and Intel Technology Training.

Opp City Schools will continue to focus on professional development activities that focus on effective teaching strategies and techniques that facilitate academic achievement and effective teaching in all core academic subject areas. Professional Development in the areas of reading and math will remain a priority to maintain the status of AYP, which is currently clear at South Highlands Elementary School and Opp Middle School, and Opp High School. Embedded professional development is supported with Title I, II, Title VI funds at the SHES, OMS, and OHS. This is an effort to continue the training that was generated through the Alabama Reading Initiative and Alabama Math and Technology Initiative. Also embedded Professional Development will be coordinated with District Continuing Improvement Specialist. This training will focus on pacing guides and

mapping. Title VI funds are used to help facilitate professional development at Opp High School in core academic subject areas as well.

Teachers are encouraged to participate in activities that support and directly impact instructional strategies and student achievement. OCS acknowledges activities that are sponsored by the Alabama State Department of Education, Troy University In-Service Center and other trainings that sustained, ongoing and provide proven methods in relation to student achievement and effective teaching.

Title II, D funds are utilized to facilitate training in relation to technology and academic instruction. OCS continues to provide follow up training in the areas that have proven to be successful and useful in the classroom. The train the trainer model is often used in order to provide a broader base of participants and hands on experiences. State funds are sometimes utilized along with Title II, D funds to accommodate more participants and to purchase needed equipment.

(E) Coordination and Integration of Services

The LEA recognizes the importance of a smooth transition early childhood programs to public school environment. Opp City Schools will continue to ensure that efforts are continuous and possibly expanded regarding transition services. Currently OCS implement the following transition services:

- 1) A Special Services teacher serves as a liaison between the elementary school and Headstart regarding all students that will begin Kindergarten with special emphasis on the needs of children with special needs. South Highlands Elementary School/Preschool – handicapped program teachers collaborate with the local Head Start program coordinators to provide preschoolers services in various areas of need, such as speech, language, reinforcement of readiness skills and counseling. Evaluation and screening is conducted and special needs are addressed.
- 2) A scheduled tour and orientation is scheduled for Headstart students at the end of school year for upcoming Kindergarten students. The office staff at the elementary school facilitates the transfer of records and paperwork between school and Headstart to aid parents in registration process.
- 3) A Kindergarten teacher from SHES conducts a Parental Involvement/Parent-Student Transition meeting with Headstart. The meeting is open to the entire community and parents are encouraged to attend. A power point presentation that focuses on procedures, helpful parenting tips and questions parents may have. An administrator from the LEA will also attend to address any other questions that parents may have regarding school procedures.
- 4) Daycares and Pre-Kindergarten Centers will visit the SHES campus to meet teachers and visit classes in May. The orientation provides them with an opportunity to become familiar with school environment and staff.
- 5) KAMPS (Kids in Alabama Moving Progressively to School) – This program is designed for students who have had no or very little formal school training or exposure.
- 6) Opp City Schools collaborate with county and community organizations such as, Department of Human Resources, Early Intervention Services, County Health Department, Youth Services, and Mental Health Services to provide services for children and parents.

Students who are to attend the Opp City School System and who are identified as homeless, migrant, limited English speaking, immigrant, neglected or delinquent, or disabled will have access to a free, appropriate education and will not be prohibited from school attendance due to barriers such as:

- Residency requirements
- Lack of social security number
- Lack of birth certificate
- Lack of immunizations
- Legal custody requirements
- Lack of school records or transcripts
- Transportation
- Language barriers
- Disabilities

Should students enter without the required documents, principals and/or designated staff with the assistance of appropriate system level personnel will take necessary steps to secure the required documents.

Opp City Schools has a plan for each of the subgroups listed above and academic procedures and guidelines to be followed in the event a student is identified. Services for those who qualify will be served in the same capacity as those who are not identified. The Central Office will work closely with each individual school to ensure that available services and funds are coordinated to facilitate effective academic achievement. The ultimate goal for students who are English language learners is they being able to achieve the state's academic content and student academic achievement standards, as demonstrated by proficiency on the state's required student assessments, and to graduate from high school.

(F) Pending selection to participate in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics under Section 411(b)(2) of the National Education Statistics Act of 1994, Opp City assures that the designated grades will participate in the Assessment.

(H) Identifying Eligible Students for Title I Services (Targeted Assistance)

Opp City Schools does not participate in Targeted Assistance Programs at this time.

(I) Neglected and Delinquent

Neglected/Delinquent Children and Youth

In order to be eligible to be counted as neglected/delinquent, a child age 5 through 17 must live in an "Institution for neglected children and youth," which means a public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who (a) have been committed to the institution or voluntarily placed in the

institution under applicable State law due to abandonment, neglect, or death of their parents or guardians; and (b) have had an average length of stay in the institution of at least 30 days; or must live in an "Institution for delinquent children and youth," which means a public or private residential facility that is operated for the care of children and youth who (a) have been adjudicated to be delinquent or in need of supervision and (b) have had an average length of stay in the institution of at least 30 days.

The LEA shall collaborate with locally operated correctional facilities to:

1. carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment or further education.
2. provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
3. operate programs in local schools for children and youth returning from correctional facilities and programs, which may serve at-risk children and youth.

Opp City School System does not have a local correctional facility within the district boundaries of the LEA at this time and no active students that fit the Neglected/Delinquent criteria.

(J) Migrant Guidelines

The LEA shall work with the individual school to assist them with identifying and serving Migrant children to assure that children and youth have the best opportunities to continue their education. The Agricultural Employment Survey was sent out to every student in Opp City Schools in the year 2004. Every new enrolled student after that will be issued an Agricultural Employment Survey for identification and eligibility purposes. Opp City School makes sure that Migrant children are enrolled in any special programs for which they are eligible. This may include coordinating with other programs such as LEP, Homeless, and/or Neglected and Special Education.

The LEA provides each school with criteria to aid in identifying "Migrant Children" Individual school distributes and exchanges information with staff.

Qualifications for The Migrant Education Program

A migrant child must have moved within the past three years across state or school district boundaries with a migrant parent or guardian to enable a child, the child's guardian or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural, fishing, or food processing activity. The child may be between the ages of 3-21 years of age.

In the event a child enrolled in the MEP, each family is given information that contains information regarding services that may be available through the Migrant Program.

- Career Awareness
- Summer School
- Parent Involvement
- Health Service
- Translating
- Transportation
- School Supplies
- Assistance with completing forms
- Referrals to community agencies and/or programs

After initial enrollment in school, the Migrant Education Program continues to serve as a liaison between family and school, providing assistance on an as needed basis.

(K) Opp City Schools does not participate in Early Reading First or Even Start Programs.

(L) School Improvement

Currently schools that receive Title I funding are not in school improvement. In the event this status changes, the Federal Programs Coordinator will coordinate efforts from central office with individual schools. Input from school personnel, parents, and administration will be taken into account for school improvement planning, budgeting, needs assessment and program selection and implementation. School Improvement actions shall be reflected in the Consolidated Application to indicate use of funds and academic goals to be accomplished.

(M) Public School Choice and Supplemental Services

Public School Choice is not an option currently in Opp City Schools. Opp City Schools has 3 schools in the school district, an elementary school K-4, middle school 5-8, and a high school 9-12. In the event Supplemental Services are needed, Opp City Schools will follow state recommended guidelines for selecting resources and vendors, options for parents, and eligibility criteria.

Supplemental Educational Services (SES)

Supplemental educational services include academic assistance such as tutoring, remediation and other educational interventions designed to increase the academic achievement of students in low-performing schools, which are provided outside of the regular school day.

Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made adequate yearly progress (AYP) for three or more years), in corrective action, or in restructuring status are eligible to receive these services.

The State is required to identify organizations, both public and private, that qualify to provide these services. Parents of eligible students are then notified, by the LEA, that supplemental educational services will be made available, and parents can select any approved provider that they feel will best meet their child's needs in the area served by

the LEA or within a reasonable distance of that area. The LEA will sign an agreement with providers selected by parents, and the provider will then provide services to the child and report on the child's progress to the parents and **to the LEA.**

(N) Highly Qualified Teachers

Instruction By Highly Qualified Teachers

Opp City School's acknowledges the vital importance of a highly qualified staff from an instructional perspective as well from a compliance perspective due to the No Child Left Behind standards recently issued by the federal government. Teachers who are not highly qualified are currently working with local and state administration to study different options that will fit their individual needs and what choices are available to them. Local administration will continue to update teachers regarding new information as it becomes available. The LEA is currently providing the following to those teachers seeking highly qualified status:

1. Attending training sessions to discuss current qualification standards and Requirements.
1. Providing information regarding state teacher testing options and offering reimbursement for expenses.
2. Counseling individual teachers to determine best choice.
3. Reimbursement for college tuition and fees to take courses needed to achieve highly qualified status.
4. Reimbursement for fees required for Praxis Test pending passing score.

Opp City Schools has a LEA HQ plan for teachers that have not reached highly qualified status for the 2008-2009 school year. Each teacher has an individualized plan that identifies the course(s) of action(s) to take place to help them become highly qualified. Opp City Schools will utilize funds from Title II, A and/or Title I, and VI funds to facilitate the needed efforts to meet requirements of Section 1119. Opp City Schools will ensure that priority will be given to those schools with non highly qualified teachers that have high rates of poverty and minorities and have been identified for school improvement.

(O) Services for Homeless Children

Opp City Schools has Homeless Guidelines and a Board Approved Homeless Dispute Resolution Policy on file at the Central Office. A copy also can be viewed in the offices of South Highlands Elementary School and Opp Middle School.

Administrative Procedures for Enrolling and Admitting Students is as follows:

The Opp City School System will employ practices that increase the awareness of the Homeless Education program. The district shall notify parents/guardians of homeless children and youth of available resources and assist them in accessing the resources.

The Opp City School System shall conduct an annual evaluation of its Homeless Education program to determine the effectiveness of the program. The system will adjust practices and procedures as needed to improve the effectiveness of implementation and student achievement.

Definition:

For the purpose of identifying homeless children and youth, the Opp City School System shall use the McKinney-Vento Act's definition of homeless children and youth. The Act defines homeless children and youth (twenty-one years of age and younger) as:

Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason (sometimes referred to as doubled-up);
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals; or
- Awaiting foster care placement.

Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Migratory children who qualify as homeless because they are living in circumstances described above.

The term ***unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian. This includes youth living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing and children, youth denied housing by their families (sometimes referred to as “throwaway” children and youth), and school-age unwed mothers, living in homes for unwed mothers, who have no other housing available.

The *school of origin* is the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

HOMELESS EDUCATION PLAN

Purpose of the Program

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 the proper documentation.

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

The program provides for a 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.

Identification & Registration Procedures

Homeless children and youth are often undetected. The district will conduct training sessions with the appropriate school personnel to inform them of methods of identifying homeless children without using stigmatizing terminology. The district will use a *Residency Questionnaire* (Appendix A) to facilitate identity of homeless children and youth and preschoolers. The parent, guardian, or unaccompanied youth will complete the *Residency Questionnaire* at the time of registration. The school counselor may provide appropriate assistance to the parent, guardian, or unaccompanied youth in answering the questionnaire if necessary.

A copy of the *Residency Questionnaire* must be submitted to the Opp City Schools Homeless Liaison on the day of registration. The school will maintain the original form in the file separate from the student's permanent record for audit purposes during the year. This file should be housed in the school counselor's office.

The parent or guardian may enroll a homeless child or youth with or without proof of residency, birth certificate, social security number, immunization record, or school

records. The school counselor or principal's designee will provide the parent, guardian, or unaccompanied youth appropriate assistance in obtaining the necessary records and documents for enrollment. Enrollment without the required immunization record will be pending receipt or acquisition of immunization documentation. The existing method of assigning a student number will be employed when a student enrolls without a social security number. A student is assigned a number through the Central Office utilizing the existing method. (See attachment 1-A)

An unaccompanied youth may enroll him or her. In this case, the school principal or designee will immediately contact the Opp City Schools Homeless Liaison to report the enrollment of an unaccompanied youth. The school will provide the youth with proper assistance in language that the student understands. The Opp City Schools Homeless Liaison (Appendix B) will assist the homeless unaccompanied youth in obtaining eligible educational services.

The application process for free and reduced priced meals can be expedited for homeless children and youth. The determination for free meals may be made without completing the full application process (source: U. S. Department of Agriculture: http://www.nlchp.ore/FA_Education/new_usda_memo.pdf).

Identification of Homeless Preschoolers

The Opp City Schools Homeless Liaison will collaborate with local community service agencies (e.g. Head Start, Department of Human Resources, Health Department, faith-based organizations and the court system, etc.) and school personnel to identify homeless preschoolers. The district will also include homeless preschoolers and homeless children in the "Child Find" process as required by the Individual with Disabilities Education Act.

School Placement

The school system will make school placement decisions in the "best interest" of the homeless child or youth. Students will continue in the *school of origin* for the duration of the homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year. Students may enroll in any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

If school enrollment decision is contrary to the wishes of the child or youth's parent/guardian, the school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and procedure for appealing the placement decision. The complainant must file a School Enrollment Dispute (Appendix C) with the school in which the student is presently enrolled. The principal of this school will notify the Opp City Schools Homeless Liaison of the dispute and take steps to resolve the dispute.

When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or

unaccompanied youth, pending resolution of the dispute. The Opp City Schools Homeless Liaison will expeditiously take steps to resolve the dispute (See appendix D). If the dispute cannot be settled by the homeless liaison, the liaison will assist the complainant in seeking technical assistance from an appropriate service agency.

(P) Parental Involvement

The LEA has a Parental Involvement Policy/Plan on file at the Central Office and copies are available at South Highlands Elementary School and Opp Middle School for review.

In support of strengthening student academic achievement, each local educational agency (Opp City School District) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy/plan that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (LEA parental involvement policy/plan). The policy/plan establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

The staff and parents of Opp City Schools recognize the importance of parent involvement in the development of programs to support student achievement and academic progress. OCS is committed to the on going implementation of an effective home-school communication process. As educators and parents, we will work towards identifying and eliminating barriers to parental involvement and provide an inviting school environment.

The *Opp City Schools Parental Involvement Plan* may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who

work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- establishing a LEA parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

Parental Involvement Activities

The faculty and staff of Opp Middle School and South Highlands Elementary School encourage parental involvement through various activities. Among those are:

1. Open House.
2. School wide newspapers.
3. Local media communication (radio/newspapers).
4. Parent conferences on request by teacher or parent.
5. PTO meetings.
6. Community is included in various state and federal holiday recognition programs by attendance and participation.
7. Opp City Schools website.
8. Homework hotlines.
9. Parent / Student / School compact.
10. Quarterly community meetings conducted by the superintendent.
11. Parents are invited to award programs.
12. Orientation sessions.
13. Progress reports.
14. Parents are invited to communicate with teachers through system-wide voice mail services.
15. Advisory committees.
16. Surveys.
17. Distribution of "Parents Right To Know".
18. System Calendar
19. STI Home

(Q) School Programs

Opp City schools has included South Highlands Elementary school provisions for a summer preschool program. Federal funds will provide school readiness activities for approximately 20 students during the summer break. This program will include children who have had little or no formal preschool experiences.

In the event the staff of South Highlands and/or Opp Middle School identifies the need for a Summer Remediation Program, Title I or Title VI monies will be considered to facilitate the program.

Opp Middle School currently operates the RACE Track Program after-school from 3:00p.m.to 5:00 p.m., Monday through Friday. The school offers an after school enrichment/tutoring program called R.A.C.E. T.R.A.C. This program is funded as a 21st Century Learning Center and offers our students a variety of academic and extracurricular enrichment activities beyond the school day. South Highlands and Opp Middle School students are eligible to attend the program.

