

Bullock County Board of Education

Union Springs, Alabama

LEA Consolidated Plan

FY 2018-2019



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Bullock County School System

Union Springs, Alabama

LEA Consolidated Plan FY 2018-2019



Approved by the Superintendent of Education

11/28/18

Date

- ✚ An effective plan date and an indication of LEA approval by an authorized individual or entity.

Bullock County Board of Education

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Bullock County School System

Mission Statement

The mission of the Bullock County School System is to facilitate learning in safe, nurturing, and developmentally appropriate environments and to produce college and career-ready students.

Vision

The vision of the Bullock County School System is to serve as an educational leader in the preparation of STEM/STEAM (science, technology, engineering, arts, and mathematics) professionals, with a strong emphasis on literacy.

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.

The LEA 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 by first analyzing the data (ACCESS, AAA, ACT, Scantron Performance Series, Scantron Achievement Series, reading/mathematics nine-week tests, class tests, classwork, attendance and discipline issues). Results of the data analysis will help to identify strengths and weaknesses in the instructional program. The central office staff, principals, assistant principals, counselors, and teachers will participate in data analysis by providing charts, graphs, and longitudinal data in a way that is easy to read and communicate to parents. That test data is also used as evidence for each school's Alabama Continuous Improvement Plans and professional development for teachers. The schools' Response to Instruction (RtI) plans address how students will be assisted in the areas of weakness for all subject areas. Also, the Problem Solving Teams (PST) at each school meets after each nine-week grading period to discuss the student's areas of weaknesses. The PST formulates a plan of action for each

student that is not mastering the grade level standards. The PST will reconvene at the next progress-reporting period to review the plan of action and to make adjustments to strategies for all students that are not mastering the standards.

Individual student data profile reports are discussed with parents at the first parent/teacher conference and are sent home with students at the beginning of the school year. The school communicates with parents concerning students' academic progress, which is an ongoing process. Assessment results, report cards, and parent conferences are used to inform parents of the students' progress. The district school system is available for principals to utilize to contact parents concerning other parental involvement opportunities like open house, parent training sessions, and PTO meetings.

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.

Students that are identified as at-risk of not meeting the state's academic standards will be given supplemental reading and math instruction through research proven strategies. The Problem Solving Team will make specific recommendations to meet individual student's needs. The district has equipped each school with computer labs and computer carts which students can access research-based programs such as: Edgenuity, etc. These programs are available for student use. The classroom teachers, as well as collaborative resource teachers, will provide intensive, explicit, tiered small group instruction to those students that are in need of intensive instruction. The parents of all children are encouraged to play an active role in their child's education, thereby ensuring their child's academic success. The goal of the Bullock County School System is to provide accelerated enrichment and intervention for those students that are at-risk of failing.

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.

Bullock County has a credit recovery plan in place for students in grades 9-12 to ensure that non-mastered standards are addressed. Also, summer school is offered for all students who do not master the standards during the nine-weeks grading period. Therefore, all standards and policies meet ALSDE guidelines for credit recovery for students in grades 9-12.

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.

The Bullock County School System's Improvement Team, Parent Advisory Council and each School's Continuous Improvement Team are responsible for reviewing the comprehensive needs assessment data and determining the success of the programs funded with Title I funds. Based on evaluation data, committees must determine whether to continue, revise, or begin new programs that best meets the needs of the Bullock County Schools' student population. The planning process includes a thorough analysis of all data, determining priority needs and goals, strategies to achieve goals and methods to evaluate success of Title I funded projects. Therefore, this process provides a framework for ensuring annual revisions and success of the programs. The

Federal Programs Director will monitor the process and the District Improvement Team will meet 3x per year to make adjustments to the Title I plan. The Alabama Continuous Improvement Plans (ACIP) will be revised as needed during the school year and to make adjustments as needed.

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

The Alabama State Department of Education requires all teachers to be certified in the area they are teaching. If teachers are teaching with an emergency certificate a plan or course of action is developed with the non-certified teacher to address when the teacher will become certified in the area that they are teaching. At the beginning of the school year all parents of students are provided with a Parents Right-to-Know letter.

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

Bullock County Schools will assist low-achieving schools identified as in need of improvement and/or failing by assisting school staff in the development of a continuous improvement plan. Additional funds will be allocated to the school for professional development and any other set aside from Title I, as required. Instructional monitoring by the central office staff, technical assistance, sustained and continuous professional development, and additional financial assistance will be utilized to ensure success in increasing school achievement.

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).)

More than 50% of the students are below the poverty level as determined by the free and reduced lunch index. The data generated by the school system's Child Nutrition Program will be used to select school attendance areas eligible for Title I services.

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

All Title I schools in the Bullock County School System operate school-wide programs. As such, all students benefit from the federal dollars allocated to the school. The federal dollars are used only to supplement the regular funded program based on the percentage of free and reduced students. A needs assessment is completed each year at each school to identify the specific needs of the school. Based on the needs assessment a committee, selected by the principal, is responsible for developing a Alabama Continuous Improvement Plan (ACIP) for the school. The plan describes goals, strategies, and action steps, what resources are needed to accomplish goals, strategies, and action steps, and benchmarks that will be used to indicate success of the goals, strategies, and action steps. The ACIP committee decides what additional resources are needed and how Title I funds will be used to supplement the instructional program. Target Assistance Schools (Sec. 1115) are not applicable in the Bullock County School District. Currently, Bullock County does not have a facility within its attendance zone where neglected or delinquent children reside. However, the needs of neglected or delinquent students will be met as they arise. The students will have access to the same free and appropriate education as all Title I students. The following resources will be used to address the needs:

- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. This is accomplished by providing activities aimed at increasing college attendance and completion by raising low-income students' awareness of college and financial aid options, increasing their participation in academically challenging courses, and supporting them through the college admissions process.
- Abstinence-Only Education Program is sponsored by Alabama Department of Public Health. The goals are to reduce teen pregnancy and sexually transmitted diseases through education.
- The local Department of Human Resources works closely with BCSS. They sponsor food, clothes and toy drives to help neglected or delinquent children.

9. Sec. 1112(b)(6)

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

The Bullock County School System will ensure that:

- Each child of a homeless individual and each homeless youth have equal access to the

same free, appropriate public education as provided to other children and youth.

- All homeless children and youth will be given the same opportunities to meet the same challenging state student academic achievement standards to which all students are held.
- The district shall admit to the public schools school age children that live in a shelter, group home, residence, facility, orphanage or other institutions of care.
- Appropriate school placement arrangements based in the child's best interest will be determined.
- Descriptions are kept to a minimum and the highest degree of continuity will be sought for homeless children and youth.
- Relative to Section 1113 (C) (3) (A), all schools are school wide, therefore, all students receive Title I services.
- Assistance is provided for the parent of homeless children and youth who need help in obtaining the necessary immunization or needed records.
- Transportation is provided for homeless children and youth to and from school if they live or do not live in the area served by the LEA.
- After-school programs will be provided for homeless children who need additional instructional time to catch up or master taught skills/lessons.
- Needs of homeless children and youth will be taken care of including clothing and health supplies.
- Parents of homeless children and youth have access to the same parental involvement activities as other parents.

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

Title I funds are used to support transitional professional development activities in the preschool program. The preschool teacher and paraprofessional work collaboratively with the kindergarten teachers to ensure that the appropriate skills are being taught. This collaborative process ensures that preschool students are being prepared for kindergarten by mastering beginning kindergarten skills. Also, Title I funds are used to supplement kindergarten children in the elementary school-wide school. Students are instructed using the Alabama's Courses of Study and common core standards. The following skills are taught: phonics, phonemic awareness, vocabulary, fluency, math skills, science, comprehension, and social science.

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.

Targeted Assistance Program under section 1115 is not applicable in Bullock County Schools.

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.

At the end of the school year, the fourth grade students from Union Springs Elementary School visit the school to meet the fifth grade teachers and to tour the facilities. The eighth grade students visit Bullock County High School to meet with the teachers and administration as they prepare their schedules for the next school term. At the beginning of the school year, an Open House meeting is held for parents and students to meet with teachers, receive schedules, and pick up supply lists. The coordination of these activities takes place through each school's Guidance Counselor's office.

Each spring an on-site orientation session is held to assist students and parents with the transition from pre-kindergarten to kindergarten. Students and parents take a tour of the school to acclimate them to the school and registration information is available during these sessions. High School students attend transitional day at several universities. Speakers and recruiters share information with students throughout the year.

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.

Each year during the month of May, the counselors from USES and SHMS confer and set a date and time for a school tour. The incoming fifth grade students are bused to the middle school from the elementary school. During the visitation, the children tour the school, meet with their upcoming teachers, the administration, and the counselor. The students are informed about the policies and procedures of the school to make for an easy transition for the upcoming school year. The counselors from SHMS and BCHS meet and plan a transition for the eighth grade students. The students meet with the administration, teachers, counselors, etc. They are told about the different activities that they can join like JROTC, band, athletics, and different clubs. They are informed about the policies, rules, and curriculum of the school. In grade eight the students are given two interest inventories online through Kuder. This determines the likes and interests of the students.

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)

The LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom by disaggregating the data, providing professional development for teachers and administrators, and developing classroom action plans for teachers and students.

Currently, ALSDE Learning Support resources are utilized.

The Bullock County School System (BCSS) supports efforts to reduce the overuse of discipline practices that remove students from the classroom. Having a safe and orderly learning environment is so valued by our district's Board of Education. When appropriate and proportional discipline practices are implemented, a safe and orderly school environment, fostering successful learning is established. The Positive Behavioral Intervention and Supports

(PBIS) framework utilizes evidence-based strategies to enhance school safety, decrease problem behavior, establish positive school cultures, and improve academic performance. PBIS is a preventative and proactive framework for addressing inappropriate behavior through fair and consistent discipline. This yearlong implementation will require a review of historical discipline data at the district and the school level, which will determine whether racial/ethnic disproportionality exists in a school or district's discipline practices. With the implementation of PBIS, more focus will be drawn to this data, which will highlight any areas that are incongruent with the district's goals. District support will be provided to any school whose data reveals needed assistance in this area.

During the 2017-2018 school year, The BCSS was introduced a Discipline Training by The Education Company. This training was led by The Education Company's guidance and assistance to individual schools while providing district leadership training to ensure the sustainability of the program. The Education Company provided each school with specific professional development training solutions tailored to each individual school's discipline issues and concerns. Through a series of group training and one-on-one sessions with the teachers, the following activities were addressed:

- Worked one-on-one with the school administration to identify the most pressing discipline problems within each school environment.
- Trained the school administration on how to overcome these discipline concerns in each classroom and on a school wide basis.
- Provided the school administrators with a Road Map on how to handle these discipline concerns within their school and how to manage their teachers and support staff in accomplishing this goal.
- Trained the support staff and teachers on how to handle discipline problems within their classroom, greatly reducing the number of incidents referred to the school office.
- Provided the teachers and support staff with a Playbook, guiding them on what to say and do when dealing with individual student discipline incidents within their individual classrooms and school.
- Worked one-on-one with the school's teachers and support staff to solidify their understanding of the program and to help each individual staff member and teacher work through individual concerns and obstacles to succeed with the program.
- Provided the school administrators, support staff and teachers with supplemental and supportive discipline management material insuring proper implementation of The Education Company's School Discipline Solution Program. Provided onsite, ongoing group and one-on-one training throughout the year after the initial professional development seminars, to insure full and proper implementation of The Education Company's School Discipline Solution Program for each individual school.
- Provided onsite, ongoing group and one-on-one training throughout the year after the initial professional development seminars, to insure full and proper implementation of The Education Company's School Discipline Solution Program for each individual school.

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.

The career technical education program provides students the opportunity to earn career readiness credentials that are recognized by the respective fields of work. Students are awarded the opportunity to participate in AP courses at the high school level. Dual enrollment opportunities are offered from two junior colleges in the area.

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.

The Career Technical Education Advisory Council meets annually. The council reviews the Community Workforce needs. Programs are transitions into the center based on Alabama Workforce guidelines and information gathered these meetings and school data.

17. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

The LEA will assist schools in identifying and serving gifted and talented students. All second grade students are screened for eligibility in the gifted program. Any students K-12 may be referred for a gifted program evaluation by school personnel, parents, or the student. Services include consultation for grades K-2; pull-out resource for grades 3-8, and consultation services, advanced courses and electives for grades 9-12.

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.

The LEA will assist schools in developing effective school library programs to provide students an opportunity to develop literacy and improve academic achievement by providing funding for books, computers, and software literacy programs.

19. Sec. 1112(b)(7)

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

Parent and Family Engagement Written Policy (Sec. 1116 (2))

Sec. 1116(a)(2)(A))

- A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

The Bullock County School District will host Title I Annual Meetings at the beginning of the 2018-2019 school year to inform parents on how they can become involved in the Title I Program.

The LEA will provide opportunities for parents and families to

- Provide feedback at parent meetings, serve on schools' improvement committee meeting
- Review/revise the plan throughout the school year.
- Participate on the LEA Parent District Advisory Council (PDAC). The PDAC will provide additional input on the plan.
- Discuss the plan during PTO meetings and parent meetings
- Attend monthly school board meetings.

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

B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

- Federal Programs Director, Parent Liaison, parents and stakeholders will participate in School Wide Continuous Improvement Plan meetings to provide assistance in developing ACIP emphasizing the parental involvement section.
- Federal Programs will coordinate activities and provide guidance for effective utilization of federal funds.
- Federal Programs Director and/or Title I Parent Liaison will meet monthly and at other times as deemed necessary with principals to provide technical assistance for parent involvement engagement activities.
- Federal Programs Director and/or Parent Liaison will visit all schools to offer assistance and support of parental engagement activities.
- Federal Programs Director will allocate professional development funds to Title I schools to assist schools in attending local, state, and regional parental engagement conferences and workshops.
- Parent Liaison will visit schools weekly to assist with planning and conducting parenting workshops at the school site and at the Parent Resource Center.
- The Federal Programs Director and Parent Liaison will help schools to organize Family Engagement Nights.

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

C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

The Bullock County School District will encourage parents to be actively involved in their child's education at school as well as home by conducting parents and stakeholders' surveys to form an understanding of the needs and strengths of parents to assist their child academically. Areas of concerns will be addressed through discussions, workshops, trainings, and parent conferences.

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

- D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—**

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

The Bullock County School District will host workshops and trainings at a various times and days of the week to accommodate all parents and families. Workshop materials and resources will be provided free to parents. The district translator will be available to assist Spanish-speaking families during workshops, trainings, and parent conferences. The BCSD will offer assistance upon request (braille, sign language, etc.).

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

The BCSD will provide opportunities for parents to

- Participate in the development of the school's School-Parent Compact and Parent Involvement Policy
- Serve on school committees
- Attend parent workshops and trainings
- Attend parent conferences
- Contact administrators/teachers via emails, phone calls, text messages., letters
- Schedule parent/teacher conferences when needed
- Attend special programs (Grandparents Day, Holiday Programs, Awards Programs, etc.)
- Review teacher's lesson plans, child's grades, attendance and discipline in Chalkable

(iii) strategies to support successful school and family interactions

The BCSD will provide opportunities for parents to

- Attend parent workshops
- Collaborate with administrators/teachers via emails, phone calls, text messages., letters
- Schedule parent/teacher conferences when needed
- Attend special programs (Grandparents Day, Holiday Programs, Awards Programs, etc.)
- Schedule family interactions at flexible times

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

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

The BCSD will disseminate parent surveys to parents to determine the effectiveness of the Parental Engagement Program. If additional strategies and activities are needed, the BCSD will collaborate with school personnel, parents and members of the PDAC/PSAC to create evidence-based strategies for a more effective parent engagement policy.

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

- F. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.**

- BCSD will organize a Parent School Advisory Council (PSAC) which shall be composed of principals, an appropriately balanced number of teachers, parents, students and community citizens.
- The PSAC will serve as the decision-making body of the each school.
- The PSAC will meet quarterly to develop, review and offer suggestions for improvement of the Alabama Continuous Improvement Plan.
- The PSAC will review data, discuss strategies implemented, and evaluate progress made by students on state assessments.

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

- G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.**

BCSD will host workshops and training for parents and families on the following topics:

- Chalkable Training (Parent Portal)
- Testing Taking Strategies Workshop
- How to Help your Child Succeed at School
- Family Math Night
- Literacy Training
- Grade Level Parent Engagement Night
- Parent and Family Institute
- Understanding Your Child's Test Results
- Preparing Your Child for College

- H. Describe how it will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.**

The school district will, with the assistance of its schools, provide materials and trainings to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by offering the following:

- Adult Basic Education Programs

- STI/INow Trainings (Parent Portal)
- Healthy Lifestyles Workshops
- Bullying Workshops
- Discipline (How to deal with behavior)
- School Safety Workshops
- Make and Take Workshops
- Keeping Kids Safe Online
- Becoming Financially Secure
- Computer Technology Training

- I. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.**

The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- Parent Liaison will provide materials and training for teachers and administrators to help them work with their parents.
- LEA will provide professional development on communicating effectively with parents
- LEA will provide mentors for novice teachers.

- J. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**

The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Providing parent training sessions
- Attending Chalkable Training
- Getting ready for next school year transitional packages
- Distributing Kindergarten Registration Packages
- Providing transitional activities for Head Start and Pre-K students entering kindergarten.
- Providing activity packages for each elementary grade level in Reading/Math

- K. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.**

The BCSD will take the necessary steps to ensure that communications for all parents are in a format and to the extent practical, in a language parents can understand. Materials will be translated when feasible and/or requested by parents to ensure all parents have the opportunity to participate in the education of their child. The district's translator will assist parents and families at workshops, conferences or meetings. All buildings are handicap accessible.

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

Parents and Families will be given the opportunity to request additional support by communicating needed support to their child's teacher, principal, or directly contact the Federal Programs Department. PDAC members may provide advice on all matters related to parent involvement. The PDAC is always opened to accept new members. Teachers may also request additional parental support/resources when students are struggling in class.

M. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

BCSD will solicit parents, family members, and/or stakeholders to be involved in the development of training for teachers, principals, and other educators to improve the effectiveness of the training. Parents will implore their knowledge about their needs to better assist their child's learning and behavior styles.

N. Describe how the LEA may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

BCSD will use Title I funding to pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.

O. Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

BCSD will use Title I funding to pay reasonable and necessary expenses associated with local parental involvement activities, transportation and child care cost to enable parents to participate in school-related meetings and training sessions.

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

The BCSD will use the "Parent Train the Trainer Model", where parents learn a skill and simultaneously learn how to teach other parents that skill. The PDAC members, teachers, administrators, and central office staff will be asked to recruit additional parents to join the council.

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

In an effort to build upon our current parental support and engagement, the BCSD offers workshops, trainings and meetings at various times, days and locations. During each semester, parental training will be held in a community location such as a church, community center, park, etc.

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

Each school completes an Alabama Continuous Improvement Plan (ACIP), this plan contains a parental involvement section that is continually visited and updated. This section is sent home for parents to view and to modify if needed. We partner with schools within the district to provide parent workshops. These workshops may be held at the schools, a local church, community centers and/or park. We have partnered with Bullock County Department of Human Resources.

S. Describe how the LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

The BCSD has established a District Parent Advisory Council (DPAC) which is comprised of principals, teachers, parents, students and community citizens. The DPAC will serve as the decision-making body of the each school. The PSAC will meet quarterly to develop, review and offer suggestions for improvement of the schools and district plans. The PSAC will review data, discuss strategies implemented, and evaluate progress made by students on state assessments.

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

Community-based organizations are included in the daily operations of the school and are encouraged to participate in parental activities. Our district partners with Bullock County Department of Human Resources.

Sec. 1116(f)

U. 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.

- The BCSD's forms, newsletters and schedules are sent out to parents in their primary language.
- Communicate information through emails, text messages, school marquee, local newspaper and television stations.
- School messenger phone system is used to notify parents of meetings, upcoming events, and announcements.
- Messages are delivered in parents' primary language.

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 Veronica Howard and Ruthie Perry. The school district will distribute this policy to all parents of participating Title I, Part A children on or before November 30, 2018.



PLAN APPROVED BY (Person or Entity)

11/28/18

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))