

Bibb County School District

Federal Programs Plan

2017-2018

Table of Contents

Sec. 1112(b)(1)(A)
Monitor students' progress by developing program of instruction to meet needs of all students..... (page 4)

Sec. 1112(b)(1)(B)
Monitor students' progress by identifying students who may be at risk for academic failure(page 5)

Sec. 1112(b)(1)(C)
Monitor students' progress by providing additional assistance to students that need help(page 5)

Sec. 1112(b)(1)(D)
Monitor students' progress by identifying strategies intended to strengthen academic programs(page 5)

Sec. 1112(b)(2)
Identify disparities that result low-income/minority students being taught by ineffective teachers(page 5)

Sec. 1112(b)(3)
Carry out responsibilities under paragraphs (1) and (2) of section 1111(d)(page 6)

Sec. 1112(b)(4)
Poverty Criteria to select school attendance areas under section 1113(page 6)

Sec. 1112(b)(5)
Programs to be conducted under sec. 1114 and sec. 1115 for N and D children(page 7)

Sec. 1112(b)(6)
Services for homeless children to support enrollment, attendance, and success(page 8)

Sec. 1112(b)(8)
Support services with early childhood education programs(page 8)

Sec. 1112(b)(9)
Identify eligible children most in need of targeted assistance program under sec. 1115.....(page 8)

Sec. 1112(b)(10)(A)
Strategies to facilitate transitions through coordination with institutions of higher education(page 8)

Sec. 1112(b)(10)(B)
Strategies to facilitate transitions through increased student access, enrollment, counseling(page 8)

Sec. 1112(b)(11)
Support efforts to reduce the overuse of discipline that removes students from the classroom(page 9)

Sec. 1112(b)(12)(A)
Support programs that coordinate and integrate academic & technical education content(page 9)

Sec. 1112(b)(12)(B)
Support programs that coordinate and integrate work-based learning opportunities(page 9)

Sec. 1112(b)(13)(A)	
Assist schools in identifying and serving gifted and talented students	(page 9)
Sec. 1112(b)(13)(B)	
Assist schools in developing effective school library programs for digital literacy skills	(page 10)
Sec. 1112(b)(7)	
Strategy to implement effective parent and family engagement under sec. 1116	(page 10)
Parent and Family Engagement Written Policy	
Sec. 1116(a)(2)(A)	
A. Involve parents and family members in developing plan under sec. 1112, and sec. 1111(d)	(page 10)
Sec. 1116(a)(2)(B)	
B. Effective parent and family involvement activities to improve academic achievement	(page 10)
Sec. 1116(a)(2)(C)	
C. Coordinate and integrate parent and family engagement strategies	(page 11)
Sec. 1116(a)(2)(D)	
D. Annual evaluation of effectiveness of parent and family engagement policy	(page 11)
i. Barriers to greater participation by parents in activities	
ii. Needs of parents and family members to assist with learning	
iii. Strategies to support successful school and family interactions	
Sec. 1116(a)(2)(E)	
E. Use findings of evaluation to design strategies for parental involvement	(page 12)
Sec. 1116(a)(2)(F)	
F. Revising and reviewing parent and family engagement policy	(page 12)
G. Provide assistance to parents of children in understanding standards, assessments, etc.	(page 12)
H. Provide materials and training for parents to work with children	(page 12)
I. Educate teachers, personnel, leaders and other staff with assistance of parents	(page 13)
J. Encourage and support parents in more fully participating in education of their children	(page 13)
K. Ensure that information is sent to the parents in language parents can understand	(page 13)
L. Other reasonable support for parental involvement activities	(page 13)
M. Parent involvement in development of training for teachers, etc.	(page 13)
N. Provide literacy training from funds received	(page 13)
O. Pay expenses associated with local parent involvement	(page 14)
P. Training parents to enhance the involvement of other parents	(page 14)
Q. Arrange school meetings, in-home conferences, for parents unable to attend	(page 14)
R. Adopt and implement model approaches to improving parent involvement	(page 14)
S. District wide parent advisory council	(page 14)
T. Appropriate roles for community-based organizations and businesses	(page 14)
Sec. 1116(f)	
U. Providing information and school reports under sec. 1111 in a lang. parents understand	(page 15)
Parent Right-To-Know Required Information	(page 15)
LEA Plan Assurances	(page 16)

Bibb County Schools LEA Consolidated Plan

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:**

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.

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 Bibb County School District implements a state-approved, standards-based curriculum that is aligned county-wide and provides equitable and challenging learning experiences for students. Teachers work together to implement a common curriculum and grading/assessment system as a means of best practice toward meeting students needs. Curriculum maps developed by each grade level and content area are available for teachers on the district website. There is an expectation of use of curriculum maps, monitored by principals in lesson plans and through classroom observations. Teachers prepare and utilize detailed lesson plans that reflect learning expectations. Data collected through formative assessment drives instruction with grade levels working together and setting common learning targets. Beginning in ninth grade, schools work with students to develop four year plans to ensure that students and parents have a clear vision of requirements and can schedule to meet goals for completing their high school education. All available data, including the results of high-stakes tests, DIBELS NEXT, progress monitoring, semester tests, class tests, and class work are analyzed to identify strengths and weaknesses in the instructional program. Central office staff coordinates multiple sessions for local school leadership teams to meet and analyze data by providing charts, graphs, and longitudinal data in a form that is easy to read and to communicate to parents. That data is also the basis for the schools' Continuous Improvement Plans and professional development offerings.

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.

Bibb County School System and schools work to monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure. Students are monitored formatively by classroom teachers for early detection of academic problems. Tier I instruction is the first line of defense in preventing students from failing academically. Tiers II and III are used to support students most at risk. Tier II and Tier III instruction provide explicit instruction in a small-group setting utilizing research-based resources. Students are referred to the problem solving team (PST) for support and to prevent failure. Local school Problem-Solving Teams meet multiple times throughout the school year to monitor student progress and make recommendations to individual student needs.

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.

Special needs students, such as those with (Individualized Education Plans) IEPs and 504s are serviced, accommodated, and monitored throughout the instructional and learning process. The district strives to meet the needs of students identified as gifted and talented, as well as English Language Learners, Migrant, Immigrant, and Homeless students. The system provides tutoring through after school programs, as well as support for ACT and WorkKeys test preparation. The district collaborates with Shelton State Community College to provide GED classes and the Non-Traditional High School Diploma option. The system strives for long-term support for families and students.

The Bibb County School District receives 2 21st Century Learning Center Grants, and 2 Dependent Daycare Grants. Together these 4 grants serve students in 5 schools with extended day and summer programs. Tutoring to help students meet the state's academic standards is embedded in each of these programs. Student progress is monitored and communicated between regular day and extended day programs.

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 Bibb County School System will monitor students' progress in meeting the challenging State academic standards by providing guidance and technical support to local schools for reviewing and planning for strategies and instruction for the purpose of strengthening academic programs and improving the conditions for student learning. District data meetings and Reflection -Projection meetings take place for school leadership teams to determine needs that will drive decision-making for future instruction and to determine strategies that will strengthen the school-wide program. Walk-throughs and technical assistance occur throughout the year in order to ensure that components of the CIP are being implemented.

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

Continuous Improvement Plans for all Title I Schools ensure continuing improvement. The plans are reviewed and adjustments made during the year as needed. Technical assistance will be provided to identify and implement professional development, instructional strategies, and methods of instruction that are based on evidence based research and that have proven effective in addressing the specific instructional issues. District Improvement Team members will conduct visits to assigned schools to ensure that progress is being made toward meeting the goals stated in the Continuous Improvement Plans.

The Bibb County School District completes the Comparability Report annually to ensure that schools across the district are equitable in terms of student/teacher ratio. All Bibb County Schools are Title I School-wide Project Schools. All schools receive a Title I allocation from which personnel may be hired to teach the students within the school. Principals fill vacancies when they occur, and the district supports schools in finding and recruiting effective and experienced teachers who are credentialed in their areas. The Bibb County School System will continue to ensure that all teachers and paraprofessionals meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Priority will be given to Title I school personnel. All efforts will be made to hire personnel that meet the new ESSA law by recruiting, contacting other school systems and universities.

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

The Bibb County School District will follow the requirements of the law in providing school improvement activities for those schools identified as in need of support. Local, State and Federal Funds will be set aside, as allowable, to provide needed financial support for improvement activities. The district improvement planning team will integrate the school improvement activities into the local school and district improvement plans, and will allocate additional resources, as needed.

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).)

2017-2018

School	Enrollment*	Number Poverty**	Percent Poverty	Title I Tentative Allocation	Parent Involvement Tentative Allocation
				Allocation based on # poverty X	Allocation based on # poverty X
				\$ 378.25	\$ 4.84
Brent Elementary	592	461	77.87%	\$ 174,373.25	\$ 2,231.24
West Blocton Elementary	272	199	73.16%	\$ 75,271.75	\$ 963.16
Centreville Middle	453	293	65.22%	\$ 110,827.25	\$ 1,418.12
Randolph Elementary	184	120	64.68%	\$ 45,390.00	\$ 580.80
Bibb County High	526	335	63.69%	\$ 126,713.75	\$ 1,621.40
Woodstock Elementary	275	166	60.36%	\$ 62,789.50	\$ 803.44
West Blocton Middle	447	264	59.06%	\$ 99,858.00	\$ 1,277.76
West Blocton High	467	256	54.82%	\$ 96,832.00	\$ 1,239.04
System	3216	2094	65.11%	\$ 792,055.50	\$ 10,134.96

*Data from State Department of Education

Calculated based on Fall 2016 40 day enrollment and poverty figures, and FY 17 Title I Allocation.
Updated July 13, 2017

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

The Bibb County School System has 9 schools in the district. Eight of those schools are schools with student enrollment, and one is the Career Academy School, which pulls enrollment from the two high schools. Each of the eight schools are Title I schools, and have implemented Continuous Improvement Plans, qualifying with a minimum of 40% poverty as determined through student participation in the Child Nutrition Program.

The nine electronic Continuous Improvement Plans incorporate the components required under No Child Left Behind for programmatic implementation. The plans are revised annually, and are based on current and longitudinal needs assessment data. The plans involve teachers, students, administrators and parents in formulation and revision.

Each of the Continuous Improvement Plans implements Scientifically Research Based Reform strategies, and incorporate strong elements of professional development, intervention, and remediation for low achieving students. Budgets from various funding sources, including Title I, Title II, local school, At-Risk, and others, are reviewed annually in planning for the next school year in order to coordinate funding sources for project implementation.

Children living in institutions for Neglected and Delinquent children are served through the Bibb County Schools Title I Schoolwide Project Schools.

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 Bibb County Board of Education will serve homeless children through the existing Title I School-wide Project Programs which are designed to meet the varied needs of students. A policy for enrollment and admittance assures that students will be admitted to schools. Coordinated services through Federal Programs assures that students will be considered for all of the services to which they are entitled, and screened for special needs such as assistance due to special circumstances, health insurance, and assistance with completion of forms to begin services. The Problem Solving Team/Response to Instruction (RtI) Team will ensure that the varied needs of students are considered, and available resources allocated.

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

The Bibb County School District ensures transition programs between pre-kindergarten groups to kindergarten. The district advertises and conducts a kindergarten registration in the spring. Students attending registration are screened for academic purposes and parents are provided with feedback on how to work with their child during the summer. In the fall, schools conduct on-site orientations for the purpose of acclimating students and parents to the environment and provide pertinent information for parents.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

Not Applicable. All schools in the Bibb County School District are Title I School-wide Project 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.

The Bibb County School District ensures transition programs between middle schools to high schools through annual transition meetings between the grade levels and feeder schools. Student entering middle and high schools within the district are oriented to their new schools in the spring with guided tours, school administration speaking to students about expectations and address questions. In the fall, orientation is held for students and parents to meet teachers and receive pertinent information. High School students have multiple opportunities for assistance and transition into post-secondary education from multiple college and career fairs, FAFSA Assistance Sessions, opportunities to work with local employment mentors, and have access to college and career counseling prior to graduation.

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.

The Bibb County School district implements strategies to facilitate effective transitions for students through dual enrollment opportunities with area colleges. Transition programs between middle schools to high schools occur through annual transition meetings between the grade levels and feeder schools. Students entering

middle and high schools within the district are oriented to their new schools in the spring with guided tours and informational sessions for students to learn about future academic and career path opportunities available to them within the school system. High School students have multiple opportunities for career training and preparedness at the Bibb County Career Academy. Transition activities also include multiple college and career fairs, FAFSA Assistance Sessions, and the availability of college and career counseling prior to graduation as a way to identify student interest and skills for a future college or career path.

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 Bibb County School District will support efforts to reduce the overuse of discipline practices that remove students from the classroom. Schools with increased rates of student removal from the classroom will be supported with professional development to learn more effective ways of disciplining students while keeping them in the classroom, especially for economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English Language Learners.

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 Bibb County School District will use the Bibb County Career Academy as a conduit for coordinating instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations and industries in the State. Students receive coordinated instruction and training for occupations that provide transition into in-demand occupations and industries with the State.

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 Bibb County School District will support efforts to reduce the overuse of discipline practices that remove students from the classroom. Schools with increased rates of student removal from the classroom will be supported with professional development to learn more effective ways of disciplining students while keeping them in the classroom, especially for economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English Language Learners.

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 Bibb County School District will identify and serve gifted and talented students in grades K-8 within the Bibb County School District using funding for gifted and talented.

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 Bibb County School District will assist schools in developing effective school library programs to provide students with an opportunity to develop 21st Century Learning Skills and improve academic achievement. The Bibb County School district makes use of the tools of technology in the learning environment. Teachers and administrators are provided professional development and utilize technology, such as Google Classroom, Gmail Suite, as a means of communication and collaboration. Teachers and students are provided with tools of technology, as well as internet access, to support the teaching learning needs throughout the system. Local schools and the district have been fortunate to receive numerous grants to support technology hardware and infrastructure development. The Bibb County Board of Education Board Members have been forward thinking in their leadership to allow for the development of integrated wireless technology throughout the Bibb County Schools campuses, and Bring Your Own Device (BYOD) policy development, which have allowed for the increased use by teacher leader to serve as models for continued development of these effective resources and practices.

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).**

Parents from each school will be invited to participate in the review and revision of the district-wide Parent and Family Engagement Plan/Policy. These individuals will serve as the Parent Advisory Board for the district. All parents have the opportunity to review the plan and give input. Parents will be invited to participate on school and district committees for the purpose of school and district improvement.

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.**

The Bibb County School District will coordinate one district wide Parent Involvement Day and one Local School Parent Involvement Day. Parent workshops will take place on these Parent Involvement Days. The district will ensure that each school's Continuous Improvement Plan incorporates parents in the review and revision, and includes adequate Parental Involvement activities. The district will ensure that each school conducts the Annual Title I meeting.

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.**

Each Title I school will begin the school year by participating in a Title I Annual Meeting and an Open House for parents to engage with teachers and staff and also familiarize themselves with the school environment, policies, and procedures. Schools engage parents throughout the year with active parent volunteer programs and opportunities for involvement in Parent-Teacher Organizations (PTO) that also encourage active participation and input throughout the year. The Bibb County School District will provide resource personnel to conduct parent workshops for Head Start Parents. All schools conduct two Parent Visitation Days during the school year to provide parents with a snapshot of their child's learning environment. Parent-Teacher conferences are held and Parent-School Compacts are referred to as a tool for increasing parent engagement. The Bibb County School District will collaborate with personnel from Head Start, and will make professional development opportunities for increasing capacity in parental involvement available. At the end of each school year parents will complete a Parent Engagement Survey to provide input for the evaluation of each school-wide program.

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 Bibb County School District will meaningfully involve parents and family in an annual evaluation of the content and effectiveness of the parent and family engagement policy. This process will include annual survey results and involvement of parents on the parent advisory committee. The Bibb County School District will conduct an annual evaluation of the Parental Involvement Program to determine effectiveness. Based on findings, the district Plan/Policy will be revised. Parents from all socioeconomic backgrounds, literacy levels, and ethnicities will be encouraged to participate. Families with limitations of disabilities and language barriers will be encouraged to meaningfully participate.

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

The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing parents, in an easily understood format and a language they can understand, information to assist them in improving their children's success in school. The district will maintain an updated Parent Resource page on the district website.

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

The Bibb County School District will provide assistance and support for parent workshops to maintain successful school and family interactions necessary for open two-way communication. Parents will be made aware of the opportunity to submit complaints to the Central Office.

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 Bibb County school district will take actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school district will use the findings of the evaluation about its parent engagement policy and activities to develop evidence-based strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies. The Bibb County School District will conduct an annual evaluation of the Parental Involvement Program to determine effectiveness. Based on findings, the district Plan/Policy will be revised. The district will conduct a mid-year survey, both electronic and/or paper.

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

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

The Bibb County School District annually invites all parents to participate on the committee to review and revise the district parent and family engagement policy. Those participating make policy revision recommendations, and the policy is proposed to the Bibb County Board of Education. Input is sought from the public, and changes are made after the review. The policy is disseminated to all parents on the first day of school, or at the annual local school Title I Annual Meeting.

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.**

The Bibb County School District will increase the capacity of parents in understanding the State academic standards, State and local assessments, and the requirements of Every Student Succeeds Act. The Bibb County School District will engage parents in understanding how to monitor their child's progress and how to work with teachers to maximize their child's success. These will be accomplished through parent day activities, parent organization meetings, execution of the Home-School Compact, and other venues, as they arise.

- 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 Bibb County School District will provide training and materials for parents to work with their children to improve achievement. Materials and training will be provided in areas of need, such as literacy, using technology, copyright infringement, and other topics of interest. These training opportunities will increase parental involvement and effective student support.

- 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 Bibb County School district recognizes that parents play a vital role in student academic success, therefore 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, by focusing outreach efforts to build the capacity of all personnel to better serve parents, to recognize the needs of parents, to be viable and effective partners in assisting with their child's education.

- 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 Bibb County School District will coordinate and integrate parent involvement programs and activities with local, state and federal activities, to ensure the greatest support of parents in fully participating in the education of their children. The Annual Title I Meeting, Open House-Orientation Meetings, Parent Visitation Days, Parent Organization Meetings, and other available venues will be used to conduct activities to encourage parent participation.

- 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 Bibb County School District will use available mechanisms to distribute information to parents regarding programs, meetings and activities which will increase their meaningful involvement in their child's education. Use of the phone calling system, written notices, social media, local school school and district websites, and other available means will be used to reach parents. Communications will take place, to the extent practicable, in a language the parents can understand. The district will submit an "upcoming events" section to The Centreville Press to announce activities prior to their occurrence.

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

The Bibb County School District will strive to meet the needs of parents and families as contributing, active partners in the education of their children from Kindergarten through Twelfth Grade. Parent requests for assistance will be met with reasonable support in a language they can understand.

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

The Bibb County School District will use parent input from district and local school parent survey data to serve as an indicator for teacher and administrator training needs. Training will be reviewed to include the results of relevant survey data.

- 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.**

The Bibb County School District may use Title I funding to provide literacy training, as needed for literacy training through parent engagement.

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.

The Bibb County School District may use Title I funding to pay reasonable and necessary expenses for parents to attend and participate in parent involvement activities. The costs of transportation, child care and other costs associated with meeting attendance will be covered, as relevant.

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

The Bibb County School District may train parents to enhance and recruit the involvement of other parents to be involved in school and their child's education. Parents may be the best teachers of other parents, if given the opportunity to share their values and ways of participating.

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.

The Bibb County School District will provide parent workshops as a part of the Continuous Improvement Plan for parent education and involvement in order to maximize parental involvement and participation. These will take place during school, after school and on district wide parent involvement days.

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

The Bibb County School District may identify model approaches to improving parental involvement, and adopt such models as appropriate and as new models and research are made available.

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 Bibb County School District has established a district wide parent advisory committee to provide input and advice in matters relating to parent involvement, and other matters. Parent representatives from each school are invited to participate in the review and revision of the district wide Parental Involvement Plan. These individuals serve as the Parent Advisory Board. All parents have the opportunity to review and give input. These parents are also involved in the revision of the district strategic plan, AdvancED Accreditation activities, and in other advisory capacities.

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

The Bibb County School District has many strong partnerships between community organizations and businesses to support parent involvement in schools. Parent day activities are conducted each year, and businesses and community organizations are notified. Many are asked, as appropriate, to provide parent workshops as scheduled on parent days. Businesses, as employers, allow parents time away from work to attend parent day activities, as well as school functions throughout the school year. Many businesses participate in adopt a school activities at the local school level. Business owners contribute meaningfully to local schools. The Bibb County School District relies heavily on community organizations for programs through effective, long-standing partnerships. For example, the Alabama Cooperative Extension System of Bibb County presents "Rethink Your Drink" to students to increase awareness of eliminating unnecessary sugar from daily drinks. The Bibb County Child Caring Foundation conducts annual school based health fairs in all schools.

- 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 Bibb County School District will conduct an annual evaluation of the Parental Involvement Program to determine effectiveness. Based on findings, the district Plan/Policy will be revised. The Bibb County School District will use the findings of the evaluation to make needed changes in the parent and family engagement policies, as needed. Changes to practice and protocol will be evidence based, with the results of the annual evaluation driving changes. Best practices, as indicated by evaluation results, will be integrated into the district plans. District policies will be revised by the school board to reflect evaluation results, as needed.

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 meeting notices and sign in sheets. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 1 of each school year.

PLAN APPROVED BY (*Person or Entity*)

DATE OF APPROVAL

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

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

(i) Whether the student’s teacher—

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

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

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

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

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

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

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

LEA CONSOLIDATED PLAN ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

