LEA FAMILY AND COMMUNITY ENGAGEMENT PLAN  
2018 - 2019

In order to fulfill the requirements of the Every Student Succeeds Act of 2015 (ESSA) of the Elementary and Secondary Education Act (ESEA), the Birmingham City Schools System (BCS) agrees to implement the formation of partnerships between the home, school, and community recognize that the parent is the child’s first and most important teacher; and provide students with the skills to meet the challenging academic standards required by the Alabama State Department of Education.

Mission
The mission of Birmingham City Schools (BCS) is to guide all students to achieve excellence in a safe, secure, and nurturing environment.

Vision
The Birmingham City Schools will be a recognized leader in public education, meeting the needs of a diverse student population prepared to succeed in a global society.

Core Values
The following core values are embraced by the Birmingham City Schools:

- Diversity
- Integrity
- Respect
- Excellence
- Compassion
- Teamwork
Purpose
The purpose of the BCS Local Education Agency (LEA) Family and Community Engagement Plan (FACE) is to assist families and provide the necessary resources and tools to help students arrive to school ready to succeed.

Goal
The goal of the plan is to help parents and families become partners in their children’s education while having fun learning together in a family-centered environment.

PART I.

GENERAL EXPECTATIONS
The Birmingham Board of Education agrees to implement the following statutory requirements:

The Birmingham City Schools will acknowledge and adhere to the federal guidelines of the “Every Student Succeeds Act of 2015” (ESSA). The Birmingham Board of Education recognizes that the home is the child’s first institution of learning and that the family is the child’s primary educator and, accordingly, will engage in the following supportive practices:

- Encourage family/community engagement in the total educational process of the Birmingham City Schools at the elementary and secondary levels according to Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Develop activities, procedures, and plans of operation for local schools in consultation with parents of participating children.
- Establish new and nurture existing community partnerships in order to enhance and enrich educational programs that promote student growth.
- Provide information and training to families through workshops, seminars, academies, parent-teacher conferences, volunteer training, and special parent training classes at local school sites.
- Provide access to LEA materials in local schools, designated area in the BCS Family Involvement Resource Office, Birmingham City Libraries, JCCEO and other community sites.
- Provide access to information about academic camps held during breaks (i.e., spring, winter, and summer) for academic reinforcement and
enrichment; therefore minimizing learning loss in Reading, Mathematics, Science, Technology, Health & Wellness, and the Arts.

- Provide access to information about community resources; such as mentoring programs, after school and mental health programs and other sponsored activities throughout the area.

The **Birmingham City Schools** will build the schools’ and parents’ capacity for the following:

- Involve parents and stakeholders in policy making to ensure that effective parental policies are in place
- Encourage and support partnerships between the schools, family and community
- Develop school-parent compacts that are evident, on-going, and consistent with Section 1118(d) of the ESEA using input from parents, students and stakeholders

The **Birmingham City Schools** FACE Plan is developed in conjunction with the LEA Title I Plan to meet the requirements set by the Alabama State Department of Education (ALSDE) and Title I, Part A for the district. Local school administrators are asked to assist with a variety of efforts:

- Recruiting parents of participating students to serve on the planning committee
- Promoting awareness of parents regarding the content of the district’s website
- Promoting awareness of parental rights and opportunities to gain membership in the advisory council at their local schools
- Assisting the LEA with the formation of a Planning Committee comprised of parents, central office staff (COS), local school administrators, teachers, and community members
- Soliciting participation in the review of all aspects of the LEA FACE Plan, including family/community engagement, budgetary and programmatic matters
- Soliciting participation in the revision of the BCS FACE Plan

The LEA will implement parental engagement programs, activities, and procedures that do not discriminate against parents based on race, color, national origin, sex, disability, or age, consistent with Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990 (ADA); and the Age Discrimination Act of 1975; nor against parents of migratory children; nor against parents or children with limited English proficiency. The LEA and local schools will
include provisions providing information and school reports required under Section 1111 of the ESEA:

- Assistance in a language and format that is understandable and translated as needed
- Translation of information into alternative formats upon request (i.e., translation in first language, use of visual aids, etc.)
- Assistance from the ALSDE TransAct Compliance and Communication Center

The planning committee researched current data relating to parental engagement in schools and reported that the data would make the district more accountable to parents. To ensure proper representation, the LEA will engage in several procedures:

- Monitoring the relations between school personnel and parents to meet standards according to Title I, Part A Section 1112
- Ensuring that continuous dialogue takes place to remove as many barriers to student academic progress as possible
- Promoting a quality, professional experience for all parents, students and stakeholders in the district
- Reviewing policies and plans annually with parents as committee members
- Promoting continuous improvement in the schools
- Requesting that parents review documents from the previous year and give comments regarding changes or corrections
- Submitting comments by parents to the ALSDE along with the final copy agreed upon by the planning committee

At the district and local school levels, as well as through the Annual Title I Parent Meeting, Birmingham City Schools will continue to inform parents of their opportunity to serve on committees that make decisions regarding the funds reserved, allocated and spent according to the 1% set-aside of Title I, Part A and will ensure that not less than 95% of the 1% percent goes directly to the local school.

The school district will be governed by the following statutory definition of parental engagement and assure that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, to include and ensure that:
(A) Parents play an integral role by assisting in their child’s learning;

(B) Parents are encouraged to be actively involved in their child’s education at school and home;

(C) Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) Parents carry out other activities, such as those described in Section 1118 of ESEA.

- Assurance that Title I schools will carry out programs, activities, and procedures in accordance with the definition of what parental engagement means.

The **Birmingham City Schools** LEA has a Family Involvement Resource Office, centrally located at Lincoln Professional Development Center, to provide written materials, hands-on materials, books, etc., to assist parents, students, and teachers with grade level academic tools. Parents will be made aware of these resources in several ways:

- Announcement of workshops/seminars during meetings with parents
- Distribution of flyers from schools and at open houses
- Provision of resource materials by the local schools and by the BCS Family Involvement Resource Office
- Distribution of information about the BCS Family Involvement Resource Office to parents new to the district by the Attendance Department
- Communication through the district website and social media
- Publication of open house meetings during fall and spring semesters
- Distribution of information at the Annual Title I, Part A Meeting where parents will be informed of their parental rights relative to ESSA

**PART II.**

**DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT THE REQUIRED LEA PARENTAL ENGAGEMENT COMPONENTS**

1. The **Birmingham City Schools** will take the following actions to engage parents in the joint development of its LEA FACE Plan under Section 1112 of the ESEA. The BCS FACE Plan has been developed in conjunction with the LEA district plan to meet the requirements set by the ALSDE and Title I, Part A for the district as follows:
• Assistance from local school administrators in recruiting parents to serve on the Development Committees and Planning Committees
• Communication through the district website and social media
• Development of a parent advisory committee
• Provision of district workshops
• Facilitation of meetings for parent focus groups
• Distribution of newsletters to parents and communities
• Facilitation of monthly meetings for local school parent groups

2. The **Birmingham City Schools** will take the following actions to engage parents and stakeholders in the process of school review and improvement under Section 1116 of the ESEA:

• Identification of Parent Leaders to empower other Title I parents with information they have gained from workshops and training sessions on Title I compliance
• Selection of Parent Leaders from each local Title I school that will participate in the revision of the LEA FACE Plan and annual evaluation
• Participation in parent groups, focus groups, accreditation committees, instructional leadership teams, and other opportunities, as appropriate
• Facilitation of parent monthly meetings
• Facilitation of focus groups to discuss areas of concern and special issues that affect student learning
• Selection of parents at Target Assistance Schools to be Parent Leaders
• Coordination of a timeline of LEA and local school Title I meetings, committees, and activities where parents have the opportunity to participate
• Provision of a comment box in schools with paper and writing utensils where parents can provide feedback, ask questions, and be contacted to participate at their local school
• Distribution of written information to parents if their local school fails to make expected growth and receives failing, priority, or focus status
• Completion of a survey twice each school year by all Title I parents on the effectiveness of the BCS and local schools’ FACE programs
• Facilitation of annual training for parents of students with special needs

The Birmingham City School System will ensure understanding of evaluations, assessments, and progress reports of all participating students. Administrators will also afford parents and stakeholders the opportunity to serve on committees that review, evaluate, and comment on the continuous improvement plan as required by Title I, Part A, Section 1116 of the ESEA.
3. The **Birmingham City Schools** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental engagement activities to improve students’ academic achievement and school performance:

- Assistance from the Federal Programs Administrator on allocation of Title I funds
- Assistance from the Academic Officer on maintaining a core curriculum in all schools
- Partnership with Alabama Mathematics Science Technology Initiative (AMSTI)
- Partnership with Alabama Reading Initiative (ARI)
- Partnership with Alabama State Department of Education for College and Career Readiness (Plan 2020)
- Assistance from Curriculum & Instruction Staff to provide professional development for teachers
- Assistance from ESL Program Specialist in compliance with Title I, Part A and Title III to ensure that EL students are receiving additional help to succeed academically
- Feedback from Title I meetings at local schools that discuss areas of concern and family/community engagement
- Analysis of Title I Plan and compacts submitted by local schools for needed revision and/or additional information conducted by the Parental Involvement Coordinator
- Access to a list of agencies that will serve as resources for schools to strengthen family/community engagement

4. The **Birmingham City Schools** will coordinate and integrate family/community engagement strategies in Part A with the district’s parental/community engagement strategies. The LEA will work with the following agencies and/or programs: Pre-K, Head Start, and Success by Six. The LEA will provide technical assistance and other necessary support to school administrators and personnel in developing, planning, and implementing comprehensive family/community engagement programs. Required training will be provided for principals, teachers, other personnel and parents by the LEA team, as well as, additional training upon request by school administrators. The Parent Involvement Coordinator will provide professional development activities to assist school staff in working with parents and with workshops/seminars for parents on how to academically support their child. The following is a partial list of what is offered through the LEA in the form of written materials, workshops, professional development and technical support:
• Collaboration with Pre-K and kindergarten administrators to coordinate family/community engagement
• Distribution of age appropriate materials through visits to the BCS Family Involvement Resource Office
• Participation in LEA workshops/seminars
• Participation in workshops conducted at local schools attended by families and stakeholders

5. The Birmingham City Schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this FACE Plan in improving the quality of its Title I, Part A schools. The evaluation will include multiple elements:
• Identification of barriers to greater participation by parents and stakeholders in family/community activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)
• Explanation of strategies for more effective parental engagement and revision of, if necessary (and with the involvement of parents), the FACE Plan and activities using the findings of an evaluation of the same
• Administration of the Annual Evaluation giving all parents and stakeholders the opportunity to share their thoughts regarding the effectiveness of the Plan and barriers to having substantial family/community engagement in the schools and at the LEA
• Communication regarding the posting of evaluation instruments on the district website
• Facilitation of meetings of parents and stakeholders for training sessions, workshops, and parent focus groups
• Distribution of hard copies of evaluations to all Title I schools
• Communication about the availability of translators to assist parents with limited English proficiency and limited literacy among the non-English speaking population
• Organization of a committee comprised of parents, administrators, and stakeholders that reviewed and participated in the revision of the LEA district plan. The goals and objectives of this committee will be to ensure parental input regarding barriers observed, and to identify barriers that had a direct effect on the lives of parents and students in local schools
• Examination of forms submitted by the LEA Parental Involvement Coordinator to ensure Federal compliance by all Title I schools

6. In order to ensure effective engagement of parents and stakeholders to support academic achievement The Birmingham City Schools will build the schools and parents capacity for strong parental engagement through the following activities:
A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as: the State’s academic content standards, the State’s student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators. The actions listed below will be implemented on behalf of parents to accomplish the declared objective:

- Monitor all Family and Community Engagement programs and activities to ensure that all students receive the same level of education
- Provide all parents information that will help their children achieve the best education possible
- Implement parental involvement programs, activities, and procedures that do not discriminate on the basis of race, color, national origin, sex, disability, or age, consistent with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the Age Discrimination Act of 1975
- Advertise opportunities for parents to attend workshops sponsored by the National Coalition of Title I Parents
- Distribute assessment results (ASPIRE, ACT Plus Writing, Alabama Science Assessment, etc.) to stakeholders
- Assist parents with gaining access to grades and attendance data through Chalkable Information NOW and Kindergarten Entry Assessment (KEA) via the district’s website
- Acquaint parents with assessment tools to enhance academic achievement of the students
- Inform parents about the Alabama College and Career Readiness Standards through Title I parent meetings
- Meet with PTA/PTO/PTSA parents at the local schools

B. The school district, with the assistance of its schools, will provide resources such as literacy training and technology training to help parents work to improve their children’s academic achievement and to foster parental engagement in the following ways:

- Provide access to the tools/resources necessary for principals to assume the responsibility for engaging parents involved in their children’s education
- Distribute materials suitable for non-English speaking populations (EL)
- Offer hands-on workshops conducted by LEA personnel in subject areas (i.e. Mathematics, Science, English Language Arts (ELA), Social Studies, Reading, Fine Arts, Physical Education, etc.)
• Offer Spanish translation for parents and district personnel to improve communication

C. The school district, with the assistance of schools and parents, teachers, student services personnel, principals and other staff, will reach out to, communicate with, and work beside parents as equal partners in order to value and utilize the contributions of parents and to implement the coordination of parent programs that build ties between parents and schools. The conditions listed below will be put into place to accomplish these initiatives:

• Parent focus group meetings will be held to assist parents with comfort levels in addressing administrators and teachers without fear of repercussions
• Meetings of parents to school-based advisory committees such as the Problem Solving Team, School Wide Committees and district-wide committees
• Addressing school and district plans, reviews, and overall team improvement (Local school committees are required to have at least two (2) active parent representatives on such committees)
• Services prioritized for schools that have been identified as School Improvement Schools in need of working closely with the district’s Federal Programs Administrator to intensify the implementation of the parental engagement steps described under section 1116 of the ESEA
• Policies that create open-door and family-friendly cultures that are conducive to developing a strong family and school partnership in all schools
• Activities that establish a welcoming parent and family culture in local schools such as parent resource centers/corners/classroom and school visitations/tours
• Sessions in schools for parents with professional development activities that simplify the language of the ESSA
• Programs or opportunities to enhance or advance learning in all schools through extended learning opportunities

D. The school district will, with the assistance of its schools, provide transition activities and information for those families that have students entering kindergarten. This will be done through various means, including:

• Integration of parental involvement programs, resources, activities, and equipment within Pre-K, Reading First, Head Start, Child Find, Home School Connection
• Provision of teacher lesson summaries for entering students
• Distribution of valid educational resources for kindergarten preparation
• Publication of parent communication tools used by BCS and local preschool agencies
• Participation in health screenings
• Distribution of materials at the BCS Family Involvement Resource Office
E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practical and in a language parents can understand

- Identification of at least two (2) Parent Leaders who will serve as persons trained to assist other parents with understanding the importance of being in a Title I school
- Provision of information in a language and format that all parents can understand and can respond to appropriately
- Translation of written and/or oral texts into other languages
- Presentation of texts in various visual formats, including DVDs, videotapes, and digital configurations
- Organization of seminars and hands-on workshops
- Distribution of LEA planners
- Communication through district website posts and social media

PART III.

DISCRETIONARY LEA FAMILY & COMMUNITY ENGAGEMENT PLAN COMPONENTS

The LEA Family and Community Engagement (FACE) Plan may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents’ capacity for engagement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- Engagement of parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Provision of necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Payment of reasonable and necessary expenses, relating to transportation and child care costs, for Parent Leaders and LEA Parent Advisory Council members, to enable parents to participate in LEA and school-related meetings
- Enhancement of parental engagement through parent led training
- Arrangement of school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children or with parents who are unable to attend conferences at
school, in order to maximize parental engagement and participation in school-based services

- Placement of parents on district level committees such as the discipline task force, the annual school district calendar planning committee, special education committees, the federal programs advisory council, curriculum & instruction committees, the student code of conduct committee, the uniform policy committee, and the family engagement program task force for the development of the district-wide Parental Involvement Plan

- Development of planners in a condensed format: telephone numbers, addresses, district calendar, family engagement calendar, PTA Council calendar, Special Education, attendance information, uniform policy, etc. and their distribution to parents

- Arrangement of Local Schools’ Volunteer Coordinators Training

- Management of volunteer recognition throughout the district

- Utilization of the Phone Messenger System, Social Media, BCS website to contact parents and inform them of local school and district events

- Encouragement of families to attend to the intellectual, social, emotional, and psychological growth of their child(ren), and to ensure the students’ development into healthy, mature adults prepared to compete in society

- Advertisement of the Attendance Department distribution of the Code of Student Conduct Handbook to each parent in the district

- Involvement with and implementation of model approaches to improving family/community engagement

- Development of appropriate roles for community-based organizations and businesses; to include faith-based organizations

- Development of other reasonable support activities for family/community engagement under Section 1118 as parents and stakeholders may request
GLOSSARY

BCS Birmingham City Schools
COS Central Office Staff
EL English Learner
ESEA Elementary and Secondary Education Act
ESL English as Second Language \(\textit{has been replaced with the term EL}\)
ESSA Every Student Succeeds Act
FACE Family and Community Engagement
KEA Kindergarten Entry Assessment
LEA Local Education Agency
PTA Parent Teacher Association
PTO Parent Teacher Organization
PTSA Parent Teacher Student Association

PART IV.

ADOPTION

This LEA Family and Community Engagement Plan has been developed jointly with, and agreed on by parents of children participating in Title I, Part A programs, as evidenced by minutes and agendas from committee meetings.

The school district will distribute this plan to all parents of participating Title I, Part A children on or before \textbf{October 31, 2018}.

\[\text{Signature}\]
Superintendent

\[\text{7-2-2018}\]
Date