

Selma City (191) Public District - FY 2026 - Consolidated - Rev 0 - Improvement Planning

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.

Selma City Schools is dedicated to ensuring that all students achieve academic success. To meet the challenging state academic standards, the agency has developed a comprehensive program of instruction tailored to the diverse needs of its students. This program is designed to be well-rounded, incorporating various teaching methods and resources to provide a rich educational experience.

One of the primary ways Selma City Schools monitors student progress is through regular assessments. These assessments are critical as they help educators understand how well students are grasping the material. They include formative assessments, which are conducted during the learning process, and

summative assessments, which evaluate student learning at the end of an instructional unit. By analyzing the results of these assessments, teachers can identify students who may need extra support and adjust their instruction accordingly.

In addition to assessments, the Selma City Schools utilizes data analysis to track student progress over time. Educators collect data on student performance across different subjects and grade levels. This data is then reviewed regularly during staff meetings, allowing teachers to collaborate and share strategies that have been successful in helping students meet their academic goals. The insights gained from these discussions are invaluable for improving instructional practices and ensuring that all students are receiving the support they need.

Another essential component of the program is the use of individualized learning plans (ILPs). These plans are created for students who require additional assistance or have specific learning needs. The ILPs outline tailored goals and strategies to help these students succeed academically. Educators work closely with students and their families to implement these plans, providing regular updates on progress and making adjustments as necessary.

Furthermore, Selma City Schools emphasizes the importance of a supportive learning environment. Teachers are trained to foster a positive and inclusive classroom culture where all students feel valued and motivated to learn. Professional development opportunities are provided to staff to enhance their teaching skills and strategies for meeting diverse learning needs. This ongoing training ensures that educators are equipped with the latest knowledge and tools to effectively support their students.

In summary, the Selma City Schools local educational agency is committed to monitoring and supporting student progress in meeting state academic standards. Through regular assessments, data analysis, individualized learning plans, and a focus on professional development, the agency strives to create a well-rounded educational experience for all students. This comprehensive approach not only helps students achieve academic success but also prepares them for future challenges in their educational journey.

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.

Selma City Schools is committed to ensuring that all students achieve academic success. To meet the challenging State academic standards, the local educational agency has implemented a comprehensive approach to monitor students' progress. This process is crucial for identifying students who may be at risk for academic failure, allowing for timely interventions and support.

Regular Assessments

One of the primary methods for monitoring student progress is through regular assessments. These assessments may include standardized tests, formative assessments, and classroom quizzes. By frequently evaluating students' understanding of the material, teachers can gather valuable data on each student's performance. This data helps educators identify learning gaps and determine which students may need additional assistance.

Data-Driven Decision Making

Selma City Schools utilizes a data-driven approach to make informed decisions about instruction and support. Teachers and administrators analyze assessment results to identify trends in student performance. For example, if a significant number of students struggle with a particular subject or skill, the school can implement targeted interventions. This may involve adjusting the curriculum, providing additional resources, or offering specialized tutoring

programs.

Early Identification of At-Risk Students

Early identification is key to supporting students who may be at risk of academic failure. Selma City Schools has established criteria to flag students who show signs of struggle. This may include poor assessment scores, low class participation, or behavioral issues. Once identified, these students are closely monitored, and personalized support plans are developed to address their unique needs.

Intervention Programs

The local educational agency offers various intervention programs designed to assist at-risk students. These programs may include after-school tutoring, mentorship, and access to additional learning resources. By providing extra support, the schools aim to help students build their skills and confidence, ensuring they stay on track with their academic goals.

Collaboration with Families

Collaboration with families is another essential component of monitoring student progress. Selma City Schools encourages open communication between educators and parents. Regular updates on student performance are shared with families, allowing them to be actively involved in their child's education. This partnership helps reinforce the importance of academic achievement and encourages students to strive for success.

Conclusion

In summary, Selma City Schools employs a multifaceted approach to monitor students' progress in meeting state academic standards. Through regular assessments, data-driven decision making, early identification of at-risk students, targeted intervention programs, and collaboration with families, the school district aims to support all students in their educational journey. By taking these proactive steps, Selma City Schools is dedicated to fostering a successful learning environment for every student.

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.

Selma City Schools is dedicated to ensuring that every student meets the challenging academic standards set by the state. To achieve this goal, the local educational agency (LEA) has developed a comprehensive plan to monitor student progress and provide additional educational assistance where needed.

Regular Assessments

The first step in monitoring student progress is through regular assessments. These assessments help teachers understand how well students are grasping the material. They may include quizzes, tests, and standardized evaluations. By analyzing the results, educators can identify students who may be struggling with specific concepts or skills.

Data Collection

Once assessments are completed, the school collects data to track each student's performance over time. This data helps in recognizing trends in learning and identifying students who may need extra support. Teachers and administrators review this information during meetings to make informed decisions

about individualized assistance.

Individualized Educational Plans

For students who are identified as needing extra help, Selma City Schools develops Individualized Educational Plans (IEPs). These plans outline specific goals tailored to each student's needs. They may include additional tutoring sessions, modified assignments, or specialized teaching strategies. The goal is to provide targeted support that helps students improve their understanding and performance.

Support Services

In addition to IEPs, Selma City Schools offers a variety of support services. These may include after-school tutoring programs, mentoring, and counseling. By providing these resources, the LEA aims to create a supportive learning environment that addresses the unique challenges faced by individual students.

Collaboration with Parents

Parents play a crucial role in their child's education. Selma City Schools encourages communication between teachers and parents to keep them informed about their child's progress. Regular updates and meetings allow parents to understand the support their child is receiving and how they can help at home.

Continuous Improvement

The monitoring of student progress is an ongoing process. Selma City Schools regularly evaluates the effectiveness of its programs and makes adjustments as needed. This commitment to continuous improvement ensures that all students receive the best possible education, allowing them to meet and exceed state academic standards.

In conclusion, Selma City Schools is proactive in monitoring student progress and providing additional assistance to those who need it. Through regular assessments, individualized plans, support services, and collaboration with parents, the LEA is dedicated to fostering an environment where every student can succeed.

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.

In Selma City Schools, a strong focus is placed on ensuring that all students meet the challenging academic standards set by the state. Monitoring student progress is essential for identifying areas where students excel and where they may need additional support. The local educational agency (LEA) employs various strategies to keep track of student learning and to enhance the overall educational experience.

Assessment Tools

To effectively monitor student progress, Selma City Schools utilizes a range of assessment tools. These tools include standardized tests, formative assessments, and performance tasks. Standardized tests help gauge student proficiency against state benchmarks, while formative assessments provide ongoing feedback during the learning process. Performance tasks allow students to demonstrate their understanding through real-world applications.

Data Analysis

Once assessments are completed, the data collected is analyzed to identify trends and areas of improvement. Teachers and administrators collaborate to

review this data, discussing the performance of individual students, as well as groups, to tailor instruction accordingly. This data-driven approach ensures that educational strategies are responsive to the needs of the students.

Instructional Strategies

The LEA implements various instructional strategies to strengthen academic programs. Professional development opportunities for teachers are provided, focusing on innovative teaching practices and effective classroom management techniques. This training empowers educators to create engaging and inclusive learning environments that cater to diverse learning styles.

Intervention Programs

To further support students who are at risk of falling behind, Selma City Schools has established intervention programs. These programs offer additional tutoring, mentoring, and resources for students who require extra assistance. By identifying students in need early on, the school aims to provide targeted support that enhances their chances of success.

Family and Community Engagement

Engaging families and the community is another critical aspect of monitoring student progress. Selma City Schools encourages open communication with parents and guardians through regular updates on their child's progress. Parent-teacher conferences and workshops empower families to take an active role in their children's education, creating a collaborative environment that benefits student learning.

Continuous Improvement

Finally, Selma City Schools is committed to continuous improvement. The LEA regularly reviews its programs and strategies to ensure they align with the latest educational standards and research. Feedback from teachers, students, and parents is invaluable in this process, as it helps the schools adapt and evolve to meet the needs of their community.

In summary, Selma City Schools employs a comprehensive approach to monitor student progress and strengthen academic programs. Through effective assessment, data analysis, instructional strategies, intervention programs, community engagement, and a commitment to continuous improvement, the school aims to create optimal conditions for student learning and achievement.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required and 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.

Selma City Schools is committed to providing high-quality education for all students. However, challenges remain, particularly for low-income and minority students who may be taught at higher rates by ineffective, inexperienced, or out-of-field teachers. To address this issue, the local educational agency follows specific guidelines outlined in section 1111(g)(1)(B) of the Every Student Succeeds Act (ESSA).

Identification of Disparities

The first step in addressing these disparities is identifying where they exist. Selma City Schools conducts regular assessments and reviews data on teacher qualifications and student performance. This includes looking at:

- **Teacher Experience:** Analyzing the number of years teachers have been in the classroom.
- **Qualifications:** Ensuring that teachers are certified and have the necessary credentials for their subject areas.
- **Student Demographics:** Monitoring the backgrounds of students to understand if low-income and minority students are disproportionately affected.

By examining this data, Selma City Schools can pinpoint specific areas where disparities occur, allowing for targeted interventions.

Addressing the Issues

Once disparities are identified, Selma City Schools takes proactive measures to address them. These strategies include:

1. **Professional Development:** The district offers training programs for teachers to improve their skills and effectiveness. This helps ensure that all educators, especially those working with low-income and minority students, are well-prepared to meet diverse learning needs.
2. **Mentorship Programs:** New or less experienced teachers are paired with veteran educators who provide guidance and support. This mentorship helps build confidence and competence among teachers, directly benefiting students.
3. **Recruitment and Retention:** The agency focuses on recruiting experienced and qualified teachers to work in schools with higher populations of low-income and minority students. Additionally, initiatives are implemented to retain these teachers, creating a stable learning environment.
4. **Community Engagement:** Selma City Schools actively engages with parents and community members to gather input and support. By involving families in the educational process, the schools can better understand and address the unique challenges faced by their students.
5. **Monitoring and Evaluation:** Continuous monitoring of teacher effectiveness and student outcomes allows the district to assess the impact of its initiatives. Regular evaluations help refine strategies and ensure that all students receive a quality education.

By implementing these strategies, Selma City Schools aims to create an equitable educational environment where all students, regardless of their background, have access to effective and qualified teachers. This commitment not only enhances student learning but also fosters a more inclusive and supportive school community.

6. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under section 111(d)(1) regarding Comprehensive Support and Improvement (CSI) schools. The local education agency must include how it will develop and implement a CSI plan in partnership with stakeholders that takes into account the accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment, identifies resource disparities, and is approved by the school and the local education agency.

Selma City Schools is committed to ensuring that all students receive a high-quality education. Under Section 111(d)(1) of the Every Student Succeeds Act (ESSA), the local education agency (LEA) has specific responsibilities regarding Comprehensive Support and Improvement (CSI) schools. This document outlines how Selma City Schools will fulfill these responsibilities through a collaborative approach with various stakeholders.

To begin with, the LEA will develop and implement a Comprehensive Support and Improvement (CSI) plan. This plan will be created in partnership with

teachers, parents, community members, and other stakeholders to ensure that it reflects the needs and priorities of the school community. This collaborative effort is essential for fostering a supportive environment where all voices are heard and considered.

The CSI plan will focus on key accountability indicators that measure the effectiveness of schools. These indicators may include student achievement, graduation rates, and progress for English learners, among others. By analyzing these indicators, Selma City Schools can identify areas that require improvement and prioritize resources accordingly.

An essential component of the CSI plan is the use of evidence-based interventions. These interventions are strategies and practices that have been proven effective in improving student outcomes. By incorporating these approaches, Selma City Schools aims to create targeted support systems that address the specific challenges faced by CSI schools. This could involve professional development for teachers, additional tutoring for students, or enhanced learning resources.

Moreover, the development of the CSI plan will be based on a comprehensive school-level needs assessment. This assessment will involve gathering data from multiple sources, including student performance metrics, surveys from teachers and parents, and observations of classroom practices. By understanding the unique needs of each school, the LEA can tailor the CSI plan to effectively address disparities in resources and learning opportunities.

Identifying resource disparities is another critical step in the process. The LEA will examine where resources are lacking—whether it be funding, instructional materials, or support services. By pinpointing these gaps, Selma City Schools can allocate resources more equitably, ensuring that all students receive the support they need to succeed.

Finally, the CSI plan must be approved by both the school and the LEA. This approval process ensures that the plan is not only comprehensive but also aligns with the goals and missions of both the schools and the district. Regular reviews and updates to the plan will also be conducted to assess its effectiveness and make necessary adjustments based on ongoing feedback and data analysis.

In conclusion, Selma City Schools is dedicated to enhancing educational opportunities for all students, particularly those in CSI schools. Through collaboration with stakeholders, a focus on accountability indicators, evidence-based interventions, comprehensive needs assessments, and addressing resource disparities, the LEA aims to foster an environment where every student can thrive.

7. Sec. 1112(b)(3)

If the local education agency provides public school choice as described in 1111(d)(1)(D) to students enrolled in a school identified for Comprehensive Support and Improvement (CSI), describe how the local education agency gives priority to the lowest-achieving children, how the local education agency ensures that a student who uses the option to transfer shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school, and how the local education agency permits a student who transfers to another public school to remain in that school until the student has completed the highest grade in that school.

Selma City Schools is committed to providing every student with the best educational opportunities. One important aspect of this commitment is the option for public school choice, especially for students enrolled in schools identified for Comprehensive Support and Improvement (CSI). This means that if a school is not meeting the academic needs of its students, the local education agency allows those students to transfer to a different public school that may better serve their needs.

Priority for the Lowest-Achieving Children

In implementing public school choice, Selma City Schools prioritizes the lowest-achieving children. This ensures that the students who need the most support have the first opportunity to transfer to a school that can help them succeed. The local education agency recognizes that these students often face additional challenges and aims to provide them with an environment where they can thrive academically.

Enrollment in Classes and Activities

When a student chooses to transfer to a new public school, Selma City Schools ensures that the student is enrolled in classes and activities just like all other students at the new school. This means that the transferring student will have access to the same resources, extracurricular activities, and classes that their peers enjoy. The goal is to make the transition as smooth as possible, allowing the student to feel welcomed and included in their new environment.

Continued Enrollment Until Completion

Additionally, Selma City Schools has policies in place that allow a student who transfers to another public school to remain in that school until they have completed the highest grade offered at that school. This provides stability for students, allowing them to build lasting relationships with teachers and classmates, and ensuring continuity in their education. The focus is on creating a supportive and consistent learning experience.

In summary, Selma City Schools takes significant steps to ensure that students have the opportunity to succeed through public school choice. By prioritizing the lowest-achieving children, ensuring equitable access to classes and activities, and allowing students to remain in their new schools until they graduate, the local education agency is dedicated to fostering an educational environment that meets the diverse needs of all students.

8. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under 111(d)(2) regarding Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools (if applicable). The local education agency must include how it will support a school in developing an improvement plan in partnership with stakeholders that takes into account the accountability indicators for each subgroup of students for which it is identified and includes evidence-based interventions. The local education agency must include how it will approve the plan and monitor its implementation, including how the local education agency will take additional action following unsuccessful implementation of the plan after a number of years determined by the local education agency.

Selma City Schools is committed to enhancing educational outcomes for all students. Under the Every Student Succeeds Act (ESSA), specifically section 1111(c)(2), the local education agency (LEA) is responsible for supporting Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools. This section outlines how the LEA will fulfill its responsibilities in these areas.

Developing Improvement Plans

The LEA will work closely with each identified TSI and ATSI school to develop comprehensive improvement plans. This process will involve collaboration with various stakeholders, including teachers, parents, community members, and students. The goal is to ensure that the improvement plans address the specific needs of each school while aligning with accountability indicators for different student subgroups.

Stakeholder Involvement:

- **Teachers** will provide insights into classroom challenges and effective practices.
- **Parents and Community Members** will share their perspectives on student needs and expectations.
- **Students** will voice their experiences and suggestions for improvement.

Evidence-Based Interventions

The improvement plans will include evidence-based interventions tailored to support the unique needs of each student subgroup identified in the accountability indicators. These interventions will be selected based on their proven effectiveness in similar educational settings. By focusing on data-driven strategies, the LEA aims to create a supportive environment where all students can thrive.

Approval and Monitoring of Plans

Once the improvement plans have been developed, the LEA will review and approve them to ensure they meet the required standards and adequately address the identified needs. After approval, the LEA will implement a robust monitoring system to track the progress of each school in executing their plans. This monitoring will involve regular check-ins and data analysis to assess the effectiveness of the interventions.

Actions for Unsuccessful Implementation

If a school is unable to successfully implement its improvement plan after a specified number of years, the LEA will take additional actions to support the school. This may include providing additional resources, offering professional development for staff, or revising the improvement plan to better meet the school's needs. The goal is to ensure continuous support and improvement, ultimately leading to better educational outcomes for all students.

In summary, Selma City Schools is dedicated to ensuring that TSI and ATSI schools receive the necessary support to enhance student achievement. By collaborating with stakeholders, implementing evidence-based interventions, and monitoring progress, the LEA aims to create a positive impact on educational experiences within the community.

9. 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).)

In Selma City Schools, determining how to allocate Title I funds—federal money designated to help schools with high percentages of low-income students—requires careful consideration of poverty criteria as outlined in Section 1113 of the Elementary and Secondary Education Act (ESEA). This section sets specific guidelines for identifying eligible school attendance areas based on the percentage of children from low-income families.

Criteria for Title I Eligibility

Section 1113 specifies that local educational agencies (LEAs) can only utilize Title I funds in school attendance areas that meet one of the following poverty criteria:

1. **Overall LEA Poverty Percentage:** The percentage of children from low-income families in the school attendance area must be at least as high as the overall percentage of low-income children served by the LEA.
2. **Grade Span Poverty Percentage:** The percentage must also be at least as high as the percentage of low-income children in the same grade span where the school is located.
3. **35 Percent Minimum:** Alternatively, the attendance area must have at least 35 percent of children from low-income families.

These criteria ensure that Title I funds are directed to schools that need them the most, providing essential resources to support low-income students.

Ranking Eligible Areas

In cases where Title I funds are insufficient to serve all eligible school attendance areas, LEAs must follow a specific ranking process. They are required to:

- Rank Eligible Areas Annually: Eligible school attendance areas with a poverty percentage exceeding 75 percent (known as the "75 percent poverty threshold") must be ranked from highest to lowest based solely on their poverty percentage.
- Serve in Rank Order: After ranking, the LEA must provide Title I services to these areas starting with the highest ranked.

This ranking strategy helps prioritize assistance for the most disadvantaged schools, ensuring that the funds have the most significant impact on student success.

Estimating Poverty in Secondary Schools

For secondary schools, determining the number of low-income students can be a bit different. An LEA may estimate the number of children from low-income families by applying the average percentage of low-income students from the elementary schools that feed into the secondary school. This method allows for a more accurate representation of the economic

situation of students in secondary education.

Before an LEA can use feeder patterns to ascertain poverty percentages for secondary schools, they must:

- **Notify Secondary Schools:** The LEA is required to inform secondary schools of the option to utilize feeder patterns.
- **Approval from Schools:** A majority of the secondary schools must approve this approach.

This process ensures that secondary schools are aware of and agree with the methods used to determine funding eligibility.

Adjustments for High Schools

Interestingly, LEAs have the flexibility to lower the poverty threshold to 50 percent for high schools. This adjustment acknowledges that high schools may face unique challenges and may require additional support to assist students effectively.

Conclusion

Understanding the poverty criteria for Title I funds is essential for educators and administrators in Selma City Schools. By adhering to the guidelines set forth in Section 1113 of the ESEA, the LEA can ensure that resources are allocated effectively to support the educational needs of low-income students. This focus on equity not only promotes academic success but also helps to create a more inclusive and supportive learning environment for all students.

10. 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.

Selma City Schools is committed to providing quality education and support for all students, especially those who face challenges. The school district implements various programs under two key sections: School-wide (Sec. 1114) and Targeted Assistance (Sec. 1115). These programs are designed to ensure that every student has access to the resources they need for academic success.

School-wide Programs (Sec. 1114)

School-wide programs aim to improve the educational experience for all students within a school. These programs focus on creating an inclusive environment where every child can thrive. In Selma City Schools, this means providing high-quality teaching, additional learning materials, and extended learning opportunities. The goal is to address the needs of all students, particularly those from low-income families, to help close the achievement gap. Through comprehensive strategies that include professional development for teachers and engaging learning activities, these programs enhance the overall educational quality in the school.

Targeted Assistance Programs (Sec. 1115)

Targeted Assistance programs serve students who have been identified as needing additional support. In Selma City Schools, these programs focus on specific groups of students, such as those who are struggling academically or come from disadvantaged backgrounds. By offering personalized instruction

and tailored interventions, these programs help students build the skills necessary for academic success. Teachers work closely with these students, providing extra help in subjects where they may struggle, ensuring that each child receives the attention they need to succeed.

Educational Services for Neglected or Delinquent Children

Selma City Schools also recognizes the importance of supporting children living in local institutions for neglected or delinquent children. Educational services outside of traditional school settings are essential for these students. The district offers community day school programs that provide a safe and supportive environment for learning. These programs are designed to help students regain their footing academically and socially, allowing them to continue their education despite challenges they may face.

In conclusion, Selma City Schools provides a robust framework for ensuring that all students, including those in special circumstances, receive the education and support they need to succeed. Through School-wide and Targeted Assistance programs, as well as services for neglected and delinquent children, the district is dedicated to fostering an inclusive and effective learning environment for every child.

11. 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.).

Selma City Schools is committed to ensuring that all children and youths, including those experiencing homelessness, have access to quality education and the necessary resources to succeed. Under the McKinney-Vento Homeless Assistance Act, the local educational agency provides a variety of services specifically designed to support homeless students.

Enrollment Assistance

One of the primary services offered is assistance with enrollment. Homeless children and youths often face barriers to enrolling in school, such as lack of permanent address or documentation. Selma City Schools works to simplify this process by allowing students to enroll without the typical requirements that may be difficult for them to meet. This includes working closely with families to gather necessary information and providing guidance on the enrollment process.

Transportation Services

Transportation is a critical component of ensuring that homeless children can attend school regularly. Selma City Schools offers transportation services to help these students reach their educational institutions. This service ensures that distance does not prevent students from attending school, thereby promoting consistent attendance and engagement in their education.

Academic Support

To foster the academic success of homeless children and youths, Selma City Schools provides various support services, including tutoring and mentorship programs. These programs are designed to help students catch up academically and develop the skills they need to succeed. Additionally, teachers are trained to recognize the unique challenges faced by homeless students and to provide the necessary support in the classroom.

Coordinated Services

Selma City Schools collaborates with local organizations and agencies to provide holistic support for homeless children and youths. This includes access to healthcare services, counseling, and social services. By coordinating these efforts, the educational agency aims to address not just the academic needs of these students but also their emotional and physical well-being.

Funding for Support Services

Funds reserved under section 1113(c)(3)(A) are specifically allocated to enhance the services provided to homeless children and youths. These funds help ensure that the school can maintain and expand its support programs, ensuring that all homeless students have the resources they need to thrive in their educational environment.

Conclusion

Through these comprehensive services, Selma City Schools demonstrates a strong commitment to supporting homeless children and youths. By addressing enrollment barriers, providing transportation, offering academic support, and coordinating essential services, the school district strives to create an inclusive and supportive environment where every student can succeed, regardless of their housing situation.

12. 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.

Selma City Schools is dedicated to providing a seamless transition for young learners moving from early childhood education programs to elementary school. The local educational agency (LEA) plays a crucial role in supporting, coordinating, and integrating services that benefit students and their families.

Support and Coordination

The LEA collaborates closely with early childhood education programs to ensure that all children are prepared for their next educational steps. This partnership includes sharing resources, training, and information about best practices. By working together, Selma City Schools aligns its curriculum with the developmental needs of young children, fostering an environment where they can thrive.

Integration of Services

To support early learners, Selma City Schools integrates various services that address the holistic needs of children. This includes not only academic support but also health and wellness initiatives. By offering services that encompass physical, social, and emotional development, the LEA ensures that each child is ready for the challenges of elementary school.

Plans for Transition

Transitioning from early childhood education to elementary school can be overwhelming for both children and their families. Selma City Schools provides specific plans to ease this process. These plans include orientation sessions for parents and students, where they can learn about the school environment, meet teachers, and understand the expectations of elementary education.

In addition, the LEA offers transitional programs that may include summer camps or pre-kindergarten classes designed to prepare children for the structure and routine of elementary school. These programs focus on building foundational skills in literacy and numeracy while also promoting social skills and

emotional resilience.

Collaboration with Families

Families are integral to the transition process. Selma City Schools encourages parental involvement through regular communication and workshops that provide strategies for supporting their child's education at home. By fostering a strong home-school connection, the LEA helps families feel confident in their child's educational journey.

In conclusion, Selma City Schools is committed to supporting early childhood education through coordinated services, comprehensive transition plans, and active family engagement. By focusing on these areas, the LEA ensures that all children are well-prepared for a successful start in elementary school.

13. 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.

Selma City Schools is dedicated to ensuring that all students receive the support they need to succeed. Unlike targeted assistance programs, which focus on specific students, our approach is school-wide. This means that we aim to provide comprehensive support to every child in our schools.

In a school-wide program, teachers and school leaders work together closely with various stakeholders. This includes parents, administrators, paraprofessionals, and specialized instructional support personnel. Collaboration among these groups is essential for identifying students who may need additional help.

Identifying Needs

Teachers are often the first to notice when a student is struggling. They observe students in the classroom, paying attention to their academic performance, social interactions, and emotional well-being. When teachers identify a child who may benefit from extra support, they discuss their observations with school leaders.

School leaders, including principals and instructional coordinators, play a vital role in this process. They gather input from teachers and consider the overall needs of the student population. This collaboration is crucial in ensuring that resources are allocated effectively.

Consultation with Parents

Parents are key partners in this process. When a teacher identifies a student who may need additional services, they reach out to the parents. Engaging parents in conversations about their children's needs helps to create a supportive environment both at home and at school. Parents can provide valuable insights into their child's strengths and challenges, helping educators to develop tailored support strategies.

Working with Paraprofessionals and Support Personnel

Paraprofessionals and specialized instructional support personnel also contribute significantly to identifying students in need. These individuals often work directly with students, offering additional assistance in the classroom or in specialized programs. Their observations and feedback are essential in understanding how to best support each child.

In our school-wide approach, we focus on fostering an inclusive environment where every student has access to the resources they need. By working collaboratively with teachers, parents, and support staff, we ensure that all students, regardless of their starting point, have an opportunity to thrive.

Moving Forward

Selma City Schools is committed to continuous improvement. We regularly assess the needs of our students and adapt our programs accordingly. By maintaining open lines of communication among all stakeholders, we create a strong support network that benefits every child.

In conclusion, while Selma City Schools does not operate a targeted assistance program, our school-wide approach ensures that all students receive the attention and resources they need to succeed academically and socially. Together, we can create an environment where every student feels valued and supported.

14. 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.

Transitioning from middle grades to high school and then from high school to postsecondary education can be challenging for many students. Selma City Schools recognizes the importance of these transitions and is committed to implementing effective strategies to support students during these critical times. By coordinating with local institutions of higher education, employers, and community partners, the school district aims to create a seamless pathway for students.

Middle Grades to High School Transition

To ease the transition from middle grades to high school, Selma City Schools will implement several strategies. First, orientation programs will be organized for incoming freshmen. These programs will introduce students to high school life, academic expectations, and extracurricular opportunities. Students will meet their teachers, tour the campus, and learn about available resources such as counseling and tutoring.

Additionally, Selma City Schools will provide mentorship programs where upperclassmen guide newcomers. This peer support helps to build a sense of community and reduces anxiety about entering high school. By fostering relationships between students, the school can create an inclusive environment that encourages academic and social engagement.

High School to Postsecondary Education Transition

As students approach graduation, Selma City Schools will focus on preparing them for postsecondary education or the workforce. Collaboration with local colleges and universities will provide students with access to dual enrollment programs and career exploration opportunities. These programs allow students to earn college credits while still in high school, giving them a head start on their postsecondary education.

Moreover, partnerships with local employers will facilitate internships and job shadowing experiences. These hands-on opportunities help students gain practical skills and insights into various career paths. By connecting students with local businesses, Selma City Schools ensures that they are well-prepared for the demands of the workforce.

Community Involvement and Support

The success of these transition strategies relies heavily on community involvement. Selma City Schools will engage parents, local organizations, and businesses to support students' educational journeys. Workshops and informational sessions will be organized to inform families about resources available for their children during these transitions.

By fostering collaboration among schools, higher education institutions, employers, and the community, Selma City Schools aims to empower students to navigate their transitions successfully. This holistic approach not only supports academic achievement but also prepares students for lifelong success, ensuring they are ready to face the challenges of higher education and the workforce.

In summary, Selma City Schools is dedicated to facilitating effective transitions for students through well-coordinated strategies that involve key stakeholders in the community. This commitment reflects the school district's mission to provide a supportive and enriching educational experience for all students.

15. 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.

Selma City Schools is dedicated to ensuring that students transition smoothly from middle school to high school and from high school to postsecondary education. This commitment is crucial for students as they prepare for their future. The local educational agency has outlined several strategies to facilitate these transitions, focusing on increasing access to early college high school, dual or concurrent enrollment opportunities, and effective career counseling.

Early College High School Programs

One of the primary strategies involves the implementation of early college high school programs. These programs allow students to earn college credits while still in high school, giving them a head start on their postsecondary education. By enrolling in these programs, students can experience college-level coursework, which helps them develop the skills and confidence needed for academic success in a college environment.

Dual and Concurrent Enrollment Opportunities

In addition to early college programs, Selma City Schools promotes dual and concurrent enrollment opportunities. These allow high school students to take courses at local colleges or universities. This not only enhances their academic portfolio but also exposes them to the college experience. By participating in these courses, students can explore subjects that interest them and gain valuable insights into their future educational paths.

Career Counseling

Another essential component is career counseling. Selma City Schools will provide resources and support to help students identify their interests and skills. This counseling will involve one-on-one meetings with trained professionals who can guide students in making informed decisions about their academic and career goals. By understanding their strengths and interests, students can choose courses and extracurricular activities that align with their aspirations.

Workshops and Information Sessions

To further support these initiatives, Selma City Schools will host workshops and information sessions for students and parents. These events will cover the

importance of early college high school and dual enrollment options, as well as provide guidance on how to navigate the transition to high school and postsecondary education. Parents will be encouraged to engage in conversations with their children about their future, reinforcing the importance of planning ahead.

Collaboration with Local Colleges

Selma City Schools will also collaborate with local colleges and universities to create pathways for students. These partnerships will help facilitate smooth transitions, ensuring that students understand the requirements for college admission and what to expect in higher education settings.

In conclusion, Selma City Schools is committed to providing comprehensive support to students as they transition from middle grades to high school and from high school to postsecondary education. By increasing access to early college high school programs, dual enrollment opportunities, and career counseling, the agency aims to empower students to pursue their interests and achieve their educational goals.

16. 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).

Selma City Schools is dedicated to creating a positive learning environment for all students. A key focus for our local educational agency is to reduce the overuse of disciplinary practices that remove students from the classroom. Removing students from their learning environment can hinder their academic progress and emotional well-being. Therefore, it is essential to implement strategies that promote positive behavior and keep students engaged in their education.

To support this goal, Selma City Schools will actively identify and assist schools with high rates of disciplinary actions. This includes examining data to understand which students are most affected by these practices. We will look closely at various subgroups, as outlined in section 1111(c)(2), including economically disadvantaged students; students from major racial and ethnic groups; children with disabilities, and English learners.

Identifying Needs

Data collection is the first step in our strategy. By disaggregating discipline data, we can pinpoint schools where certain groups of students face higher rates of disciplinary actions. This allows us to tailor our support to meet the specific needs of these students. For example, if we find that English learners are disproportionately affected, we can develop targeted interventions that provide additional support in both language learning and behavior management.

Implementing Support Programs

Once we identify schools in need, we will implement support programs. This may include professional development for teachers on classroom management techniques that emphasize positive reinforcement rather than punitive measures. Teachers will learn how to build strong relationships with students and create inclusive classroom environments where all students feel valued and understood.

Community and Family Engagement

Engaging families and the community is also crucial. We will work with parents and guardians to inform them about school policies and the importance of supporting positive behavior. Workshops and meetings will provide families with resources and strategies to reinforce positive behavior at home, ensuring a consistent approach between home and school.

Monitoring Progress

Finally, we will continuously monitor and assess the effectiveness of these strategies. Regular reviews of discipline data will help us evaluate whether our efforts to reduce exclusionary

practices are successful. Feedback from teachers, students, and families will also guide us in making necessary adjustments to our programs.

By focusing on these areas, Selma City Schools aims to create a supportive and nurturing environment for all students, ensuring that every child has the opportunity to succeed without the interruption of disciplinary actions that remove them from the classroom.

17. 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.

Selma City Schools is dedicated to providing students with a comprehensive education that combines both academic knowledge and practical skills. This approach is especially important as we prepare our students for the workforce and in-demand careers in Alabama.

To support this mission, Selma City Schools has developed programs that integrate academic subjects with career and technical education (CTE). This integration is crucial because it helps students see the real-world applications of what they learn in the classroom. For instance, a student studying mathematics will not only solve equations but also learn how those skills apply in fields like engineering or finance.

Experiential learning opportunities play a significant role in these programs. These are hands-on experiences that allow students to engage directly with the material they are studying. For example, students might participate in internships, job shadowing, or industry projects. These experiences not only enhance learning but also help students build connections with local businesses and industries. By working closely with professionals, students can gain valuable insights into what skills are needed in the job market.

Moreover, Selma City Schools emphasizes the importance of skills attainment in areas that are crucial for in-demand occupations. The local educational agency collaborates with businesses and community organizations to identify the skills that are most sought after in our state. This collaboration ensures that the curriculum remains relevant and responsive to the needs of the local economy.

In addition to traditional classroom instruction, Selma City Schools offers programs that encourage students to explore various career paths. Career fairs, workshops, and guest speakers from various industries provide students with exposure to different fields. These events inspire students to think about their futures and consider careers they may not have previously thought about.

Overall, the coordinated instructional strategies at Selma City Schools are designed to create a seamless connection between academic learning and career preparation. By integrating these elements, students are better equipped to succeed in both their education and their future careers. The support from the local educational agency is vital in making this vision a reality, ensuring that every student has the opportunity to thrive in a rapidly changing job market.

18. 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.

Selma City Schools is dedicated to providing students with rich educational experiences that extend beyond the classroom. One of the key ways the school system supports student learning is through work-based learning opportunities. These programs are designed to connect students with industry professionals, giving them hands-on experiences that align with their career interests.

Work-based learning encompasses a variety of activities, including internships, apprenticeships, and job shadowing. These experiences allow students to explore different career paths, develop essential skills, and gain insights into the working world. By interacting with professionals, students can ask questions, learn about daily responsibilities, and understand what it takes to succeed in various industries.

If determined appropriate by the local educational agency, Selma City Schools will implement programs that coordinate and integrate these learning opportunities. This means that the schools will collaborate with local businesses and organizations to create pathways for students. For example, students may have the chance to intern at a local hospital, work alongside engineers in a construction firm, or even assist in community service projects. Such experiences not only enhance learning but also build valuable connections.

Moreover, the integration of work-based learning with academic goals allows students to earn academic credit while participating in these programs. By aligning these opportunities with the curriculum, students can see the relevance of their classroom learning in real-world settings. This approach helps to bridge the gap between education and employment, preparing students for successful careers.

Selma City Schools recognizes the importance of equipping students with the skills and knowledge they need to thrive in the 21st century. By fostering partnerships with local industries and providing meaningful work experiences, the school system aims to empower students, making them more competitive in the job market.

In conclusion, the support for work-based learning opportunities in Selma City Schools is a vital component of the educational experience. Through these initiatives, students gain practical knowledge, develop professional skills, and become better prepared for their future careers. The collaboration between schools and local businesses not only enriches the students' learning journey but also strengthens the community as a whole.

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

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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.

Selma City Schools is committed to providing quality education for all students; and one of the ways it achieves this is through Title I, Part A funding. Title I is a federal program designed to help schools with high numbers of low-income students. The funds are intended to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

Use of Title I Funds

The local educational agency (LEA) proposes to use Title I funds in several ways. Primarily, these funds will support programs aimed at increasing student achievement. This includes hiring additional teachers and support staff, purchasing educational materials, and providing professional development for educators. By investing in these areas, Selma City Schools aims to improve academic outcomes for all students, especially those from disadvantaged backgrounds.

Identifying and Serving Gifted and Talented Students

In addition to supporting at-risk students, Selma City Schools recognizes the importance of identifying and nurturing gifted and talented students. The LEA plans to implement programs that help identify these students through various assessments and observations. Once identified, schools will provide tailored educational experiences that challenge and engage these learners.

Professional Development for Educators

To ensure that teachers are equipped to meet the diverse needs of their students, the LEA will offer professional development opportunities focused on differentiation strategies. This training will help educators adapt their teaching methods to better serve all learners, including those who are gifted and talented. By enhancing teachers' skills, Selma City Schools aims to create an inclusive environment where every student can thrive.

Community Involvement

The success of these initiatives relies heavily on community support. Selma City Schools encourages parents and community members to participate in discussions about educational programs and funding. By fostering a strong partnership between schools and the community, the LEA can ensure that the needs of all students are met effectively.

Conclusion

Through the strategic use of Title I, Part A funds, Selma City Schools is dedicated to enhancing educational opportunities for all students. By focusing on both at-risk and gifted learners, the LEA aims to create a balanced approach to education that promotes success for every child. With ongoing support and collaboration, Selma City Schools can continue to make strides in providing a high-quality education for all.

20. Sec. 1112(b)(13)(B)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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.

Selma City Schools, like many school districts across the nation, benefits from Title I, Part A funding, which aims to support schools in providing quality education to all students, particularly those from low-income families. This federal program is designed to ensure that every child has access to a high-quality education and the resources they need to succeed.

The local educational agency (LEA) has developed a strategic plan to utilize these funds effectively. One of the primary goals is to enhance academic achievement across the district by addressing the specific needs of students and schools. This includes targeted interventions, professional development for teachers, and essential resources that foster a productive learning environment.

A significant aspect of the LEA's strategy involves the development of effective school library programs. Libraries play a crucial role in supporting students' educational journeys. By improving school libraries, Selma City Schools aims to create spaces where students can access a wide range of learning materials, including books, digital resources, and technology. These enhancements will provide students with opportunities to develop digital literacy skills, which are increasingly important in today's technology-driven world.

The LEA plans to invest in training for library staff and educators to ensure they can effectively guide students in utilizing library resources. This training will focus on promoting digital literacy, teaching students how to evaluate information sources, and encouraging a love for reading and learning. By equipping students with these skills, Selma City Schools is committed to improving academic performance and preparing students for future success.

Additionally, the LEA is exploring partnerships with community organizations and businesses to enrich library programs and provide students with real-world learning experiences. These collaborations may include workshops, guest speakers, and access to additional resources that can enhance students' educational experiences.

In conclusion, the local educational agency in Selma City Schools is taking proactive steps to utilize Title I, Part A funds to improve educational outcomes. By focusing on effective school library programs and enhancing digital literacy skills, the district is committed to ensuring that all students have the tools and resources they need to achieve academic success and thrive in a rapidly changing world.

21. 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 agency will involve parents and family members in jointly developing the LEA Consolidated Plan under section 1112, and the development of support and improvement plans for any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) as described in 1111(d)(1) and (2).

Selma City Schools believes that involving parents and family members in the educational planning process is essential for the success of students. The local education agency (LEA) is committed to working collaboratively with families to develop the LEA Consolidated Plan as outlined in section 1112 of the Every Student Succeeds Act (ESSA). This plan is a comprehensive strategy aimed at improving educational opportunities and outcomes for all students.

To ensure meaningful family involvement, the LEA will take several key steps:

1. **Communication:** The LEA will provide clear and accessible information about the Consolidated Plan and the processes involved in its development. This will include meetings, newsletters, and digital resources to keep families informed and engaged.
2. **Feedback Opportunities:** Family members will be invited to share their opinions and suggestions through surveys, focus groups, and public meetings. This feedback is critical for understanding the needs and priorities of families, ensuring that their voices are heard in the planning process.
3. **Collaborative Workshops:** The LEA will organize workshops where parents and family members can work alongside educators and administrators. These workshops will focus on developing support and improvement plans for schools identified for Comprehensive Support and Improvement (CSI),

Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). Through collaborative efforts, families can contribute their insights to enhance educational strategies.

4. **Ongoing Involvement:** Involving families is not a one-time event. The LEA will create opportunities for continued engagement throughout the school year. This can include regular meetings and updates on progress related to the Consolidated Plan and improvement efforts.
5. **Training and Resources:** To empower families, the LEA will provide training sessions and resources that help them understand educational policies, assessment data, and support strategies. These resources will enable families to effectively advocate for their children's education.

By actively involving parents and family members in the development of the LEA Consolidated Plan and support and improvement plans, Selma City Schools aims to create a supportive environment that fosters student success. The collaborative efforts between schools, families, and the community will lead to a stronger educational framework, benefiting all students in the district. Together, they can ensure that every child has the resources and support needed to thrive academically.



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.

Selma City Schools is dedicated to enhancing student academic achievement and school performance through effective parent and family involvement. The Local Education Agency (LEA) plays a crucial role in this effort by providing coordination, technical assistance, and support to all participating schools.

The LEA ensures that schools have the resources they need to develop and implement meaningful activities that engage parents and families. These activities are designed to improve communication between schools and families, making sure that everyone is on the same page regarding student progress and educational goals. By fostering a strong partnership between educators and families, Selma City Schools aims to create a supportive environment that encourages student success.

To build the capacity of schools in planning these activities, the LEA offers various types of support. This includes professional development workshops for teachers and staff on how to effectively engage families in the educational process. These workshops not only cover strategies for communication but also

emphasize the importance of understanding diverse family needs and perspectives.

Additionally, the LEA collaborates with community stakeholders, including employers, business leaders, and philanthropic organizations. These partnerships bring valuable insights and resources that can help schools implement effective family involvement strategies. For example, local businesses may provide volunteers for school events or sponsor workshops that inform parents about educational resources and opportunities.

Consultation with experts in family engagement is another key aspect of the LEA's approach. By working with individuals who specialize in involving parents and families in education, schools can adopt best practices and tailor their activities to meet the specific needs of their communities. This targeted support ensures that family involvement activities are not only effective but also resonate with the families they aim to serve.

In summary, Selma City Schools, through its Local Education Agency, is committed to enhancing family engagement as a means to improve student academic outcomes. By providing coordination, technical assistance, and collaboration with community partners, the LEA builds the capacity of schools to create meaningful and impactful family involvement activities. This comprehensive approach ultimately leads to a stronger educational environment where students can thrive.

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.

Selma City Schools recognizes the essential role that families play in the education of their children. To foster a strong partnership between the school and families, the Local Education Agency (LEA) has developed strategies to engage parents and families effectively. This engagement is designed to meet both educational goals and compliance with various laws and programs at the federal, state, and local levels.

The LEA coordinates parent and family engagement strategies by creating a cohesive framework that aligns with the goals of relevant federal and state laws, such as the Every Student Succeeds Act (ESSA). This act emphasizes the importance of family involvement in the educational process and requires schools to provide opportunities for parents to participate in decision-making.

To integrate these strategies, the LEA collaborates with community organizations, local agencies, and other stakeholders. This collaboration ensures that the engagement activities not only support the academic achievement of students but also respect and reflect the diverse needs of families in Selma. For instance, workshops and informational sessions are organized to inform parents about academic standards, resources available, and ways to support their children's learning at home.

In addition to workshops, the LEA utilizes various communication methods to keep families informed and engaged. This includes newsletters, social media updates, and phone calls, ensuring that all families, regardless of their preferred communication style, can receive important information. These communications are crafted to be clear and accessible, making it easier for families to understand their roles in supporting their children's education.

Moreover, the LEA seeks to create an inclusive environment by embracing the cultural diversity of Selma. Strategies are implemented to ensure that engagement activities are culturally responsive and considerate of different family backgrounds. This approach not only enhances participation rates but also helps build trust between the schools and families.

Furthermore, the LEA assesses the effectiveness of its engagement strategies through surveys and feedback from parents. This ongoing evaluation allows for adjustments to be made, ensuring that the strategies remain effective and relevant. By listening to the voices of families, the LEA can better meet their needs and expectations.

In conclusion, Selma City Schools is committed to integrating parent and family engagement strategies that comply with federal, state, and local laws. By fostering strong partnerships with families, the LEA aims to create an educational environment where all students can thrive. The collaborative efforts between schools and families are essential to the success of students, ultimately leading to a brighter future for the entire community.

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 Title I, Part A, that includes identifying 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).

In Selma City Schools, the local education agency understands the vital role that parents and family members play in the academic success of students. To ensure that all families are meaningfully involved, the agency conducts an annual evaluation of the Parent and Family Engagement Policy, which aligns with the guidelines set forth under Title I, Part A.

This annual evaluation is a comprehensive process that seeks to assess both the content and effectiveness of the engagement policy. It aims to improve the overall academic quality of schools served under Title I. The evaluation process includes gathering input from parents and family members to understand their experiences and perspectives regarding the engagement policy. This feedback is essential in identifying areas that are working well and those that need enhancement.

A significant focus of the evaluation is to identify barriers that may hinder greater participation by parents in school activities. The agency pays particular attention to families who may face unique challenges, such as those who are economically disadvantaged, have disabilities, possess limited English proficiency, have limited literacy skills, or belong to racial or ethnic minority backgrounds. Understanding these barriers is critical for creating inclusive engagement strategies that support all families.

To gather meaningful input, the agency employs various methods, including surveys, focus groups, and community meetings. These platforms allow parents to voice their opinions and share their experiences in a supportive environment. The agency actively encourages participation from all families, ensuring that diverse voices are heard and considered in the evaluation process.

Once the evaluation is complete, the agency analyzes the collected data to identify trends and areas needing improvement. This analysis not only helps in refining the Parent and Family Engagement Policy but also contributes to the development of targeted strategies that aim to remove barriers to participation. For instance, if the evaluation reveals that language barriers prevent some families from engaging, the agency may offer translation services or bilingual resources to ensure that communication is accessible.

Furthermore, the results of the evaluation are shared with the community, fostering transparency and accountability. Parents and family members are informed about how their feedback has influenced changes in the engagement policy, reinforcing the importance of their contributions.

In conclusion, Selma City Schools is committed to fostering a collaborative environment where parents and family members feel valued and empowered. Through the annual evaluation of the Parent and Family Engagement Policy, the local education agency strives to enhance academic quality and ensure that every family has the opportunity to participate fully in their child's education.

E. 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 Title I, Part A, that includes identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

Selma City Schools is dedicated to improving the educational experience for all students. A key part of this mission is the active involvement of parents and family members in the educational process. Each year, the local education agency will conduct an annual evaluation of its parent and family engagement policy, ensuring that it effectively enhances the academic quality of schools served under Title I, Part A.

This evaluation process will be meaningful and inclusive. Parents and family members will have the opportunity to share their thoughts and experiences regarding their involvement in their children's education. This feedback is crucial as it helps identify the specific needs of families, enabling the schools to tailor support that meets those needs.

To conduct the evaluation, Selma City Schools will gather information through surveys, focus groups, and meetings. These methods will allow parents to express their opinions on various aspects of family engagement, including communication with school personnel and teachers, the availability of resources, and opportunities for participation in school activities.

The insights gained from these evaluations will help schools understand how well they are engaging families and whether they are providing the necessary support for parents to assist with their children's learning. By identifying areas for improvement, Selma City Schools can implement strategies that foster better communication and collaboration between families and educators.

Additionally, the evaluation will assess how effectively schools are addressing barriers to family engagement. This may include understanding why some parents find it difficult to participate in school events or communicate with teachers. By recognizing these challenges, the schools can develop solutions, such as offering flexible meeting times or providing resources in different languages.

Ultimately, the goal of this evaluation is to create a strong partnership between families and schools, ensuring that every child receives the support they need to succeed academically. Selma City Schools believes that when parents and family members are actively involved in their children's education, it leads to better outcomes for students.

In conclusion, the annual evaluation of the parent and family engagement policy at Selma City Schools will not only assess its effectiveness but also empower families to play a vital role in their children's education. Through collaboration and open communication, Selma City Schools aims to create a nurturing educational environment that benefits all students.

F. 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 Title I, Part A, that includes identifying strategies to support successful school and family interactions.

In Selma City Schools, the local education agency is dedicated to enhancing the academic quality of all schools served under Title I, Part A. A key component of this effort is the active involvement of parents and family members in the evaluation of the parent and family engagement policy. This annual evaluation is crucial for assessing how well the policy supports student achievement and fosters positive interactions between schools and families.

The evaluation process begins with gathering feedback from parents and family members. This feedback is collected through surveys, focus groups, and community meetings, where families can share their experiences and suggestions. By listening to their voices, the school district can understand what is working well and what areas need improvement.

After collecting this information, the local education agency analyzes the data to identify trends and patterns. This analysis helps in determining the effectiveness of the current engagement strategies. For instance, if families report that communication from schools is unclear or infrequent, the agency can work on improving how information is shared.

Moreover, the evaluation includes identifying new strategies to enhance school-family interactions. This may involve developing workshops for parents on how to support their children's learning at home, offering resources for academic success, or creating events that bring families and educators together. These strategies aim to build a strong partnership between schools and families, ensuring that parents feel empowered and involved in their children's education.

In summary, the annual evaluation of the parent and family engagement policy in Selma City Schools is a collaborative effort that emphasizes the importance of family involvement in education. By engaging parents and family members in the evaluation process, the local education agency aims to create a supportive environment that enhances the academic success of all students.

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

G. 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.

In Selma City Schools, the local education agency recognizes the vital role that parents and families play in the educational success of students. To improve parental involvement, the agency will utilize findings from evaluations as described in Section 1116(2)(D) of the Elementary and Secondary Education Act (ESEA). This section emphasizes the importance of using data and evidence-based strategies to foster meaningful engagement between families and schools.

The evaluation findings will provide insights into current parental involvement practices and identify areas for improvement. By carefully analyzing this data, Selma City Schools can design strategies that are backed by research and proven to be effective. For instance, the agency may discover that certain programs or activities lead to higher participation rates among parents. These insights will guide the development of tailored initiatives aimed at increasing parental engagement.

One effective strategy could involve creating workshops that educate parents about the curriculum and teaching methods used in schools. By understanding what their children are learning, parents may feel more empowered to support their education at home. Additionally, the agency might implement regular communication channels, such as newsletters or online platforms, to keep families informed about school events and student progress.

Furthermore, the findings may reveal the need to revise existing parent and family engagement policies. If certain practices are found to be less effective, the agency will take proactive steps to update these policies. This may include soliciting feedback from parents to ensure that their voices are heard in the decision-making process. By actively involving families in discussions about engagement strategies, Selma City Schools can create a more inclusive environment that values their input.

In summary, the local education agency in Selma City Schools will leverage evaluation findings to design evidence-based strategies that enhance parental involvement. Through targeted initiatives and revisions to engagement policies, the agency aims to foster a collaborative partnership between families and schools, ultimately leading to improved educational outcomes for all students.

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

H. 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.

Selma City Schools is committed to fostering strong partnerships between families and schools. One of the key ways we will involve parents in school activities is through the establishment of a Parent Advisory Board. This board will be composed of a diverse group of parents and family members who represent the various backgrounds and needs of our student population.

The Parent Advisory Board will serve several important functions. First, it will provide a platform for parents to express their ideas, concerns, and suggestions regarding school policies and activities. This open dialogue ensures that the voices of families are heard and considered in decision-making processes.

Additionally, the board will play a crucial role in developing, revising, and reviewing the Parent and Family Engagement Policy. This policy outlines how Selma City Schools will engage with families and encourage their active participation in their children's education. By including parents in this process, we can create a policy that truly reflects the needs and aspirations of our community.

To ensure broad representation, the Parent Advisory Board will comprise a sufficient number of members from different backgrounds, including those from various cultural, socioeconomic, and educational backgrounds. This diversity will help us understand and address the unique challenges and opportunities faced by different families in our schools.

Regular meetings will be held to discuss ongoing school initiatives, gather feedback, and collaboratively plan future activities that promote family engagement. We encourage all parents to participate actively in these meetings, share their perspectives, and help shape the educational experience for their children.

In summary, Selma City Schools recognizes the vital role that parents play in the educational journey. Through the Parent Advisory Board, we aim to create an inclusive environment where families feel valued and empowered to contribute to their children's education. By working together, we can strengthen our schools and enhance the learning experiences of all students.

Sec. 1116(e)

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 school involved, the parents, and the community to improve student academic achievement, the local education agency shall:

I. 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.

In Selma City Schools, fostering strong relationships between parents, families, and educators is essential for enhancing student achievement. The local education agency recognizes that parents play a crucial role in their children's education. To support this partnership and ensure effective involvement, several strategies will be implemented.

First, the local education agency will provide assistance to parents in understanding the challenging State academic standards. These standards outline what students are expected to learn at each grade level, serving as a guide for parents to help their children succeed. By familiarizing parents with these standards, they can better comprehend what their children are learning in school.

Additionally, the agency will help parents navigate State and local academic assessments. These assessments measure students' progress and understanding of the material. By explaining the purpose and format of these assessments, parents will be equipped to support their children during testing periods and understand the results, which can indicate areas where further assistance may be needed.

Understanding the requirements of the educational system is another key component of the support provided. The local education agency will offer resources and workshops to inform parents about their rights and responsibilities within the educational framework. This knowledge empowers parents to advocate for their children effectively.

Monitoring a child's progress is vital for academic success. The local education agency will facilitate communication between parents and educators, encouraging regular updates on student performance. Parents will learn how to interpret report cards, attendance records, and other indicators of academic success. This knowledge allows them to identify strengths and areas for improvement, enabling them to provide targeted support at home.

Furthermore, the agency will encourage parents to engage actively with educators. Workshops and meetings will be organized to create opportunities for parents to ask questions, share concerns, and collaborate with teachers on strategies to support their children's learning. This partnership not only strengthens the home-school connection but also fosters a supportive community around each student.

By implementing these strategies, Selma City Schools aims to build a strong foundation for parent and family engagement. This collaborative approach will enhance student academic achievement and create a thriving educational environment where every child can succeed. The local education agency is committed to working alongside parents and the community to ensure that all students have the resources and support they need to achieve their full potential.

J. 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.

Selma City Schools is committed to enhancing student achievement by actively involving parents in their children's education. To support this goal, the district will provide a variety of materials and training programs designed to help parents work effectively with their children.

Literacy Training

One of the key initiatives will focus on literacy training. Parents will have access to workshops and resources that teach them how to foster reading and writing skills at home. These sessions will cover strategies for reading aloud, discussing stories, and encouraging children to express themselves through writing. By equipping parents with these skills, Selma City Schools aims to create a supportive learning environment that extends beyond the classroom.

Technology Integration

In today's digital world, understanding technology is essential for both parents and students. Selma City Schools will offer training on how to use educational technology tools that can enhance learning. These sessions will guide parents on how to assist their children with online assignments and utilize educational apps effectively. Additionally, parents will learn about the importance of digital literacy and how to navigate online resources safely.

Understanding Copyright and Its Implications

An important aspect of technology training will include educating parents about the harms of copyright piracy. Parents will learn about the legal and ethical implications of using copyrighted materials without permission. This training will help them understand why it is important to respect intellectual property rights and how to guide their children in making responsible choices when accessing online content.

Fostering Parental Involvement

The ultimate goal of these initiatives is to foster a strong partnership between parents and schools. By providing parents with the tools they need, Selma City Schools aims to create an environment where parents feel empowered to support their children's education. The district will also encourage parents to participate in school events and activities, further strengthening the connection between home and school.

Through these efforts, Selma City Schools is dedicated to enhancing student achievement by ensuring that parents are actively engaged in their children's educational journey. By providing literacy training, technology education, and awareness about copyright issues, the district aims to build a strong foundation for student success.

K. 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.

Selma City Schools recognizes the vital role that parents play in the educational success of their children. To foster a collaborative environment, the school district is committed to educating teachers, specialized instructional support personnel, principals, and other school leaders about the importance of engaging with parents as equal partners. This initiative aims to enhance communication and collaboration between schools and families, ultimately benefiting students' learning experiences.

Understanding Parent Contributions

Parents bring invaluable insights and perspectives that can significantly enhance the educational process. Their understanding of their children's needs, strengths, and challenges is crucial. By recognizing the value of these contributions, educators can better tailor their teaching strategies to meet the diverse

needs of their students. Training sessions will be provided to staff, emphasizing how to appreciate and incorporate parental input into classroom activities and school programs.

Effective Communication Strategies

To build strong partnerships, it is essential for educators to master effective communication strategies. This involves reaching out to parents through various channels, including newsletters, social media, and parent-teacher meetings. Training will focus on how to communicate in a respectful and inclusive manner, ensuring that all parents feel welcomed and valued. Educators will learn to use language that is clear and accessible, breaking down barriers to understanding and fostering a sense of community.

Implementing Parent Programs

Selma City Schools will implement programs designed to engage parents actively in their children's education. These programs will focus on providing resources and opportunities for parents to participate in school activities, such as workshops, family nights, and volunteer opportunities. Educators will be trained to coordinate these initiatives, ensuring they are culturally sensitive and relevant to the diverse backgrounds of our families. This collaborative approach will help to strengthen ties between parents and the school community.

Building Lasting Relationships

Creating lasting relationships between parents and school personnel is essential for student success. Educators will be equipped with strategies to cultivate these relationships, emphasizing the importance of trust and respect. Regular feedback from parents will be encouraged to continuously improve the partnership. By working together, schools and families can create a supportive environment that promotes student achievement and well-being.

In conclusion, Selma City Schools is dedicated to fostering a strong partnership with parents, recognizing their contributions, and ensuring effective communication. By building these ties, the district aims to create a supportive educational environment that empowers students to reach their full potential.

L. 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.

Selma City Schools recognizes the vital role that parents play in the education of their children. To foster a supportive educational environment, the district is committed to coordinating and integrating parent involvement programs with various Federal, State, and local initiatives. This collaboration aims to enhance the educational experience for students and empower parents to engage actively in their children's learning.

One of the key strategies is the integration of programs that align with public preschool initiatives. By working closely with local preschools, Selma City Schools can create a seamless transition for students entering kindergarten. This partnership ensures that parents are informed about educational expectations and resources available to support early childhood education. Workshops and informational sessions will be held to guide parents on how they can support their children's development during these crucial early years.

In addition to preschool initiatives, Selma City Schools will establish parent resource centers. These centers will serve as hubs for information, resources, and support for parents. They will provide materials on various topics, including homework assistance, behavioral strategies, and ways to foster a positive learning

environment at home. Staffed by trained professionals, these centers will also offer workshops that teach parents effective communication with teachers, understanding curriculum standards, and navigating the educational system.

The district will also host community events that bring together parents, teachers, and local organizations. These events, such as family nights and educational fairs, encourage parents to engage with the school community and learn about available resources. Additionally, partnerships with local businesses and organizations will create opportunities for parents to participate in volunteer programs that directly impact their children's schools.

Furthermore, Selma City Schools is committed to utilizing technology to enhance parent involvement. By providing online platforms where parents can access information about school activities, academic progress, and resources, the district aims to make it easier for families to stay connected and informed. Regular communication through newsletters, emails, and social media will ensure that parents are continuously engaged and aware of their children's educational journey.

In conclusion, Selma City Schools is dedicated to creating an inclusive environment where parents are active participants in their children's education. By coordinating and integrating various programs and resources, the district not only supports academic success but also fosters a strong school community. Through these efforts, parents will be empowered to play a crucial role in shaping their children's futures.



M. 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.

Selma City Schools is committed to fostering strong partnerships with parents and families. Effective communication is essential for ensuring that parents are informed and engaged in their children's education. To achieve this, the school district has developed various strategies to share important information regarding school programs, meetings, and activities.

One of the primary ways Selma City Schools communicates with parents is through newsletters. These newsletters are regularly distributed via email and printed copies sent home with students. They contain updates about school events, academic programs, and other essential announcements. The information in these newsletters is presented clearly and concisely to ensure that it is easy for all parents to understand.

In addition to newsletters, Selma City Schools holds regular meetings and workshops that parents are encouraged to attend. These events provide an opportunity for parents to engage directly with educators and school administrators. To make these meetings more accessible, the school district offers translation services. This ensures that parents who speak languages other than English can fully participate and understand the discussions.

Furthermore, Selma City Schools utilizes a variety of digital platforms to reach parents. The school's website features a dedicated section for parents, which includes information about upcoming events, resources, and contact information for teachers and staff. Social media channels, such as Facebook and Twitter, are also used to share updates in real-time, allowing parents to stay informed about what is happening in the school community.

Recognizing that not all parents may have access to digital communication, Selma City Schools ensures that important messages are also conveyed through phone calls and text messages. Automated systems are in place to send alerts and reminders directly to parents' phones, reducing barriers to receiving crucial information.

Finally, Selma City Schools values feedback from parents. Surveys are conducted periodically to gather input on how communication can be improved. This feedback is vital for ensuring that the methods used are effective and meet the needs of all families. By actively listening to parents and making adjustments based on their suggestions, Selma City Schools strives to create a welcoming environment that supports student success.

In conclusion, Selma City Schools is dedicated to keeping parents informed through a variety of communication methods. By providing information in accessible formats and languages, the school district strengthens its partnership with families, ultimately enhancing the educational experience for all students.

N. Describe how the local education agency will ensure it provides such other reasonable support for parental involvement activities under this section as parents may request.

Selma City Schools is committed to fostering a strong partnership between schools and families. The local education agency recognizes that parental involvement is essential for student success. To ensure that parents have the support they need to engage in their children's education, Selma City Schools will implement several strategies.

Open Communication Channels

The agency will establish clear and open lines of communication with parents. This includes regular updates through newsletters, emails, and social media. Parents will have access to information about school events, academic programs, and opportunities for involvement. Feedback from parents will be actively sought and valued, creating a two-way dialogue.

Workshops and Training

To empower parents, Selma City Schools will offer workshops and training sessions. These sessions will focus on various topics, such as understanding the curriculum, helping with homework, and navigating educational resources. By providing parents with tools and knowledge, the school aims to enhance their ability to support their children's learning.

Flexible Meeting Times

Understanding that parents have different schedules, Selma City Schools will offer meetings and events at various times, including evenings and weekends. This flexibility will enable more parents to participate in school activities, ensuring that everyone has the opportunity to engage.

Parent Resource Centers

The local education agency will establish parent resource centers within schools. These centers will serve as hubs for information and support, providing materials on child development, educational strategies, and community services. Parents will be able to access resources that can assist them in their involvement with their children's education.

Surveys and Feedback

Selma City Schools will regularly conduct surveys to assess parental needs and preferences. By gathering input from parents, the agency can tailor its support programs to better meet the community's demands. This feedback mechanism will ensure that parental involvement activities are relevant and effective.

Collaboration with Community Organizations

The agency will collaborate with local community organizations to enhance its support for parental involvement. Partnerships with local businesses and

nonprofits can provide additional resources, mentoring, and workshops for parents. This collaboration will extend the support network available to families.

Conclusion

Selma City Schools is dedicated to creating an inclusive environment where parents feel valued and encouraged to participate in their children's education. By implementing these strategies, the local education agency will ensure that it provides reasonable support for parental involvement activities, responding to the specific requests and needs of parents. Through these efforts, the school community will work together to foster a brighter future for all students.

O. Describe how the local education agency may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

Selma City Schools recognizes the crucial role that parents play in the education of their children. One of the most effective ways to enhance the quality of education is to involve parents in the development of training programs for teachers, principals, and other educators. This collaborative approach can lead to improved training effectiveness and ultimately benefit the students.

Understanding Parental Involvement

Parental involvement refers to the active participation of parents in their children's education. This can include attending school events, volunteering, and providing feedback on school policies. In the context of teacher training, parents can offer valuable insights into their children's learning needs and preferences. This feedback can help educators design training that aligns with the real-world experiences of students.

Creating a Partnership

Selma City Schools can create a partnership with parents by establishing a Parent Advisory Committee. This committee would consist of parents from diverse backgrounds who can represent the voice of the community. The committee can meet regularly to discuss the ongoing training needs of teachers and share their perspectives on effective teaching practices. By including parents in these discussions, schools can ensure that the training provided is relevant and impactful.

Feedback Mechanisms

Involving parents in teacher training also requires effective feedback mechanisms. Surveys and focus groups can be used to gather input from parents about what they believe should be included in training programs. This information can help educators understand the challenges students face and how teachers can better address them. Additionally, schools can hold workshops where parents can share their ideas and experiences directly with educators.

Collaboration with Community Organizations

Selma City Schools can also collaborate with local community organizations to enhance parental involvement in teacher training. These organizations often have resources and expertise that can support the development of effective training programs. For instance, workshops led by community leaders can provide teachers with new strategies for engaging students from various backgrounds. Parents can also be invited to these workshops, further strengthening the partnership between home and school.

Continuous Improvement

Finally, it is essential for Selma City Schools to adopt a mindset of continuous improvement. By regularly evaluating the effectiveness of teacher training programs and incorporating parental feedback, schools can make necessary adjustments to enhance educational outcomes. This ongoing collaboration between parents and educators can foster a positive learning environment where students thrive.

In conclusion, involving parents in the development of training for teachers and other educators in Selma City Schools is vital for improving educational effectiveness. Through partnerships, feedback mechanisms, community collaboration, and continuous improvement, schools can create a more engaging and responsive learning experience for all students.

P. Describe how the local education agency 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.

In Selma City Schools, ensuring that all students can read and write effectively is a top priority. To achieve this, the local education agency (LEA) can utilize specific funds to provide necessary literacy training, especially when other funding sources have been exhausted. This process is vital to support teachers and improve student outcomes in literacy.

When the LEA identifies a need for additional literacy training, they first explore all available funding options. This includes grants, government programs, and partnerships with community organizations. If these avenues do not provide sufficient financial support, the LEA can turn to specific federal funds designated for literacy training.

The federal funds are intended to help educational agencies enhance their literacy programs. These funds can be used for various purposes, including professional development for teachers, purchasing instructional materials, and implementing new teaching strategies that focus on literacy skills. By investing in these areas, Selma City Schools can ensure that educators have the tools and training they need to help students succeed.

For instance, if a school in Selma City finds that students are struggling with reading comprehension, the LEA may organize workshops for teachers. These workshops can teach effective reading strategies, such as how to engage students with diverse reading materials and how to assess their literacy skills accurately. The funds will cover the costs of the workshops, allowing teachers to gain valuable knowledge without financial burden.

Moreover, the LEA may collaborate with local universities or literacy organizations to provide specialized training programs. This partnership can enrich the training experience, offering teachers insights from experts in the field. By utilizing funds wisely, Selma City Schools can create a dynamic learning environment that fosters literacy development.

In conclusion, when Selma City Schools exhaust all other funding sources for literacy training, the local education agency can rely on federal funds to provide necessary support. This strategic use of resources not only enhances teacher training but also directly benefits the students, equipping them with essential literacy skills for their future success.

Q. Describe how the local education agency 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.

Selma City Schools recognizes the importance of parental involvement in enhancing the education of students. To foster this involvement, the local education agency has created a plan to cover reasonable and necessary expenses related to parental engagement activities. This includes costs for transportation and

child care, which are essential for parents to participate in school-related meetings and training sessions.

Transportation Costs

Many parents face challenges in attending school events due to transportation issues. To address this, Selma City Schools provides support by reimbursing transportation costs. This can include funds for gas or public transportation fares. By reducing these financial barriers, more parents can be present at meetings, workshops, and other school activities, allowing them to stay informed and engaged in their child's education.

Child Care Assistance

Another significant barrier for parents is arranging child care during meetings or training sessions. Recognizing this, Selma City Schools offers child care assistance. This may involve hiring qualified child care providers or reimbursing parents for their own child care expenses. By providing this support, parents can attend important school events without worrying about the safety and supervision of their children.

Encouraging Participation

The goal of covering these expenses is to encourage more parents to participate actively in their child's education. Research shows that when parents are involved, students tend to perform better academically and socially. By removing financial barriers, Selma City Schools aims to create an inclusive environment where all parents feel welcome and valued.

Conclusion

In summary, Selma City Schools is committed to promoting parental involvement by addressing the financial challenges that may prevent parents from participating in school activities. By offering assistance with transportation and child care costs, the local education agency hopes to strengthen the connection between families and schools. This partnership plays a crucial role in the success of students and the overall educational community.

R. Describe how the local education agency may train parents to enhance the involvement of other parents.

Selma City Schools recognizes the critical role that parents play in the educational success of their children. To foster a community of engaged parents, the local education agency has developed a comprehensive training program aimed at enhancing parental involvement. This initiative focuses on empowering parents to support not only their own children but also to encourage other parents to become active participants in the school community.

Training Workshops

One of the primary methods used to train parents is through workshops. These workshops cover topics such as effective communication with teachers, understanding the curriculum, and ways to support learning at home. By equipping parents with knowledge and skills, the school empowers them to take an active role in their child's education. Workshops also provide a platform for parents to share their experiences and strategies, creating a support network among families.

Building Leadership Skills

In addition to educational workshops, the local education agency emphasizes building leadership skills among parents. This training helps parents to organize events, lead discussions, and advocate for their children's needs. By developing these skills, parents can take on leadership roles within the school community, encouraging other parents to get involved. This sense of ownership fosters a collaborative environment where everyone works together for the benefit of the students.

Engaging Parent Ambassadors

Selma City Schools also introduces the concept of Parent Ambassadors. These are trained parents who serve as liaisons between the school and other families. Parent Ambassadors help to communicate important information, organize community events, and encourage other parents to participate in school activities. Their personal experiences and involvement inspire others to join in, creating a ripple effect of engagement throughout the community.

Utilizing Technology

Recognizing the impact of technology, the local education agency incorporates digital tools to reach parents. Online platforms are used for virtual meetings, providing flexible options for parents to engage in discussions and training sessions. Social media and school websites are also utilized to disseminate information and share success stories, motivating other parents to become involved.

Community Partnerships

Collaborating with local organizations and businesses enhances the training program. These partnerships provide additional resources, such as guest speakers and financial support for events. By working together, the community reinforces the importance of parental involvement, creating a united front to support the educational needs of children in Selma City Schools.

Conclusion

In conclusion, Selma City Schools actively trains parents to enhance their involvement through workshops, leadership development, Parent Ambassadors, technology, and community partnerships. This multifaceted approach not only supports individual families but also builds a strong, interconnected community dedicated to the educational success of all students. By fostering an environment of collaboration and support, Selma City Schools ensures that every child has the opportunity to thrive.

S. Describe how the local education agency 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.

Selma City Schools recognizes the importance of parental involvement in a child's education. To foster this involvement, the local education agency has developed various strategies to accommodate parents' schedules and needs. Here are some ways the agency arranges school meetings and conducts conferences to ensure that all parents can participate in their children's educational journey.

Flexible Meeting Times

One effective approach is to offer school meetings at different times throughout the day and week. By scheduling meetings in the morning, afternoon, and evening, Selma City Schools makes it easier for parents with varying work schedules to attend. This flexibility helps ensure that more parents can engage in discussions about their child's progress and educational needs.

In-Home Conferences

For parents who cannot attend school meetings, Selma City Schools provides the option of in-home conferences. These conferences allow teachers and educators to visit families in their homes. This personalized approach not only makes it easier for parents to participate but also helps build strong relationships between educators and families. During these visits, teachers can discuss the child's strengths, areas for improvement, and ways parents can support learning at home.

Communication and Support

To further enhance these efforts, Selma City Schools uses various communication methods to keep parents informed. This includes phone calls, emails, and text messages. Regular updates about meeting times, educational resources, and important school events help parents stay engaged and informed.

Community Partnerships

Additionally, Selma City Schools collaborates with local community organizations to provide resources and support for families. These partnerships can offer workshops and events that focus on parenting skills, educational strategies, and community resources. By connecting families with these additional supports, the school can help parents feel more empowered to engage in their child's education.

Conclusion

By arranging school meetings at various times and conducting in-home conferences, Selma City Schools aims to maximize parental involvement. These efforts create a supportive environment where parents can actively participate in their child's education, fostering better communication and collaboration between families and educators. When parents are engaged, children benefit, leading to improved academic outcomes and a stronger school community.

T. Describe how the local education agency may adopt and implement model approaches to improving parental involvement.

In Selma City Schools, the local education agency is committed to fostering strong partnerships between schools and families. This involvement is crucial because research shows that when parents are engaged in their children's education, students tend to perform better academically and socially. To achieve this goal, Selma City Schools can adopt and implement several model approaches that have proven effective in enhancing parental involvement.

1. Creating Welcoming Environments

One of the first steps is to create welcoming school environments that encourage parents to participate. This can include hosting open houses, family nights, and community events that invite parents into the school. By making schools more inviting, parents will feel more comfortable and motivated to engage with teachers and staff.

2. Offering Workshops and Training

Providing workshops and training sessions for parents can empower them with the skills and knowledge needed to support their children's learning at home. Topics can range from understanding the curriculum to helping with homework and fostering positive study habits. When parents feel equipped to assist their children, they are more likely to take an active role in their education.

3. Establishing Clear Communication Channels

Effective communication is key to building strong relationships between schools and families. Selma City Schools can utilize various communication methods, such as newsletters, social media, and school websites, to keep parents informed about important information, upcoming events, and their children's progress. Regular updates and two-way communication can encourage parents to share their insights and concerns.

4. Forming Parent-Teacher Organizations (PTOs)

Creating Parent-Teacher Organizations can provide a structured way for parents to get involved in school activities. These organizations can plan events, fundraisers, and volunteer opportunities, allowing parents to contribute their time and resources. By participating in a PTO, parents can build community with other families and strengthen their connection to the school.

5. Implementing Family Engagement Programs

Family engagement programs can provide targeted support for families, particularly those facing challenges. These programs may include home visits, mentorship opportunities, and resources for families in need. By addressing barriers to involvement, schools can ensure that all families have a chance to participate in their children's education.

6. Encouraging Student-Led Conferences

Student-led conferences are an innovative way to involve parents in the learning process. In these conferences, students take the lead in discussing their progress and goals with their parents and teachers. This approach not only empowers students but also encourages parents to engage in meaningful conversations about their child's education.

By adopting these model approaches, Selma City Schools can significantly improve parental involvement. Strong partnerships between schools and families create a supportive environment for students, leading to enhanced academic success and personal growth. Together, schools and families can work hand in hand to ensure that every student has the opportunity to thrive.

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

In Selma City Schools, creating a strong partnership between families and schools is essential for student success. One effective way to enhance this partnership is through the establishment of a districtwide Parent Advisory Council (PAC). This council serves as a platform for parents to voice their opinions, share their experiences, and provide valuable feedback on programs that support parental involvement in education.

Purpose of the Parent Advisory Council

The main purpose of the PAC is to advise the local education agency on matters related to parental involvement. This includes discussing strategies to engage families in school activities, improving communication between schools and families, and ensuring that parents are informed about their children's educational opportunities. By involving parents in decision-making processes, the PAC helps to create a supportive environment for students.

Steps to Establish the Council

- 1. Forming the Council:** The local education agency will initiate the formation of the PAC by reaching out to parents, guardians, and community members. They may hold informational meetings to explain the purpose of the council and its importance in fostering parental involvement.
- 2. Recruitment of Members:** The agency will invite parents from diverse backgrounds to ensure that the council reflects the community it serves. This can be done through school newsletters, social media, and community events. Interested parents will be encouraged to apply for membership.

3. **Organizing Meetings:** The PAC will meet regularly to discuss various topics, including current programs, upcoming events, and ways to enhance parental engagement. Meetings will be scheduled at convenient times and locations to accommodate as many parents as possible.
4. **Providing Training and Resources:** To empower council members, the local education agency can offer training sessions on effective communication, leadership skills, and understanding educational policies. Providing resources will help parents feel more confident in their roles on the council.
5. **Collecting Feedback:** The PAC will collect input from parents at meetings and through surveys. This feedback is crucial for understanding the needs and concerns of families, allowing the council to make informed recommendations to the school district.

Impact of the Council

The establishment of a PAC can lead to numerous benefits for Selma City Schools. By actively involving parents in decision-making, schools can better address the needs of their students and families. This collaborative approach fosters a sense of community and encourages parents to take an active role in their children's education.

In conclusion, the creation of a districtwide Parent Advisory Council in Selma City Schools is an important step toward enhancing parental involvement. By providing a platform for parents to share their insights and suggestions, the council will help build a stronger educational community that supports the success of all students.

V. Describe how the local education agency may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Selma City Schools recognizes the importance of engaging parents and the community in educational activities. By developing appropriate roles for community-based organizations and businesses, the local education agency can enhance parent involvement and ultimately improve student outcomes.

Understanding the Role of Community-Based Organizations

Community-based organizations (CBOs) play a vital role in connecting schools with families. These organizations often have established relationships with parents and can facilitate communication between the school and the home. They can organize workshops, informational sessions, and family engagement events that encourage parents to participate actively in their children's education. For example, a local nonprofit might offer parenting classes that help parents understand how to support academic success at home.

Engaging Local Businesses

Local businesses can also contribute significantly to parent involvement activities. By sponsoring school events or providing resources, businesses help create a supportive community atmosphere. For instance, a local bookstore might host reading nights for families, encouraging parents to engage in literacy activities with their children. Businesses can also provide internships or job shadowing opportunities for high school students, fostering a connection between education and the workforce.

Creating Collaborative Initiatives

To develop these roles effectively, Selma City Schools can establish collaborative initiatives that bring together educators, CBOs, and local businesses. Regular meetings can be held to discuss the needs of parents and students, ensuring that programs are tailored to the community's unique context. Additionally, schools can create a resource guide listing various organizations and businesses that support parent involvement, making it easier for families to access these opportunities.

Training and Support for Parents

Training sessions for parents, facilitated by CBOs and supported by local businesses, can empower families with skills and knowledge. Topics might include effective communication with teachers, understanding the curriculum, and ways to support homework. By providing these resources, schools help parents feel more confident in engaging with their children's education.

Conclusion

In conclusion, Selma City Schools can foster a robust network of support for parent involvement through strategic partnerships with community-based organizations and local businesses. By creating opportunities for collaboration, providing resources, and offering training, the local education agency can enhance the educational experience for students and families alike. Involving the community in education is not just beneficial; it is essential for building a successful and supportive learning environment.

Sec. 1116(f)

W. Describe how the local education agency will 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Selma City Schools recognizes the vital role that parents and family members play in the education of their children. The local education agency is committed to ensuring that all families, including those with limited English proficiency, disabilities, and migratory backgrounds, have the opportunity to participate actively in school life.

To facilitate this engagement, Selma City Schools will implement a variety of strategies aimed at fostering informed participation. First, the agency will provide accessible information about school programs, policies, and activities. This will include distributing school reports and updates that are essential under section 1111 of the Every Student Succeeds Act (ESSA).

To meet the diverse needs of families, the information will be presented in various formats. For example, reports will be available in multiple languages, ensuring that parents who may not speak English as their first language can understand the information. Additionally, the school will use visual aids and infographics to make complex data more comprehensible for all families.

For parents and family members with disabilities, Selma City Schools will ensure that all materials are accessible. This may involve providing documents in Braille or audio formats, and ensuring that meetings and events are held in accessible venues. The goal is to create an inclusive environment where every family feels welcomed and valued.

To support migratory families, the local education agency will offer tailored resources and support. This could include outreach programs that connect these families with local services and information relevant to their children's education. By providing these resources, Selma City Schools aims to help all families navigate the school system effectively.

Furthermore, the agency will actively seek feedback from parents and family members through surveys and meetings. This input will help shape future initiatives and ensure that the needs of all families are met.

In summary, Selma City Schools is dedicated to fostering an environment where every parent and family member can participate meaningfully in their child's education. By providing accessible information and resources, the agency ensures that all families, regardless of their circumstances, can engage fully and support their children's academic success.

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

The Selma City Schools District values the partnership between families and schools. This collaboration is especially important for children participating in Title I, Part A programs, which aim to ensure all students receive a high-quality education. The Parent and Family Engagement Policy is designed to foster this partnership, providing a framework for how families can be involved in their children's education.

Developing the Policy

The Parent and Family Engagement Policy at Selma City Schools was created with input from families, educators, and community members. This collaborative approach ensures that the policy reflects the needs and aspirations of the community. Parents are encouraged to share their thoughts and feedback, which is crucial for the policy's effectiveness.

Key Components of the Policy

1. **Communication:** The policy emphasizes the importance of regular communication between schools and families. This includes newsletters, meetings, and workshops that keep parents informed about their child's education and school events.
2. **Involvement Opportunities:** Families are invited to participate in various school activities, such as parent-teacher conferences, school improvement meetings, and volunteer opportunities. Engaging in these activities helps parents understand the educational environment and support their children's learning.
3. **Support and Resources:** Selma City Schools aims to provide resources that help families support their children academically. This may include access to tutoring, workshops on educational topics, and materials to assist with homework.
4. **Feedback Mechanisms:** The policy establishes ways for families to provide feedback about their experiences and suggestions for improvement. This feedback is essential for continuously enhancing the effectiveness of the partnership between families and schools.

This LEA Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by agendas and sign in sheets from the Selma City Schools Parental Involvement Advisory Committee and the Federal Programs Advisory Committee meetings.

This plan was approved by Selma City Schools and will be in effect for the period of one year. The school district will make this plan available to all parents of

participating Title I, Part A children on or before October 6, 2025.

Selma City Schools recognize parents as partners in the planning process for Title I programs. Therefore, parents are encouraged to submit comments of approval or disapproval of this parental involvement plan. If you disagree with the components of this plan or the implementation of the Federal Programs in Selma City Schools, please complete a Letter of Discontent or Disagreement and mail it to the following:

Kristen Dial-Williams
Selma City Schools Chief of Federal Programs
2194 Broad Street
Selma, AL 36702-0350
kristen.williams@selmacityschools.org
334-874-1600 ext. 4431

Alabama State Department of Education
P. O. 302101
Montgomery, AL 36130-2101

Selma City Schools ensures that all persons will be afforded equal access or participation on the basis of selection criteria included in the law. This includes gender, race, national origin, color, disability, age, or migrant, ESL, neglected or delinquent, and homeless children.

The school district will distribute this policy to all parents of participating Title I, Part A children on or before

10/06/2025

PLAN APPROVED BY (Person or Entity)

Kristen Dial-Williams

DATE OF APPROVAL

08/06/2025

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

Assurances

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))