

## Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The annual Title I parent meeting will be held in the evening at 5:00PM to give all parents an opportunity to attend. Translators will be made available for the meeting if needed. Parents will be informed of the school's participation in the Title I program and given an explanation of Title I requirements, including the 1% set aside and the right of parents to be involved. Parents will be invited to attend the meeting through our school's mass communication system via email, weekly classroom newsletters, and information circulated on social media outlets.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

1) The Title I meeting will be held in the evening to accommodate all parents, especially those who work and are unable to attend during the day. 2) Parents will be informed of their right to be involved through a Title I flyer and during the Title I meeting. Parents wishing to be part of the Title I process will be asked to share their contact information and will be included in meetings to give input into the Title I plan for Ashville Elementary School. 3) Title I funds allocated for parent involvement are used in the school for the Title I parent liaison who attends planning meetings and provides/offers educational resources to families. Additional funds are allocated for the Home-Connection newsletter. St. Clair County School system will take the following actions to involve parents in the process of school review and improvement: \*conduct parent conferences\*conduct the Annual Title I Parental Involvement meeting\*survey parents to solicit input on their needs and to offer training to address those needs\*conduct faculty meetings and provide information on ways to consistently communicate with parents through newsletters, parent conferences, etc.\*contact parents through emails, phone calls, newsletters, social media, and the website to remind them of scheduled meetings\*provide regular newsletters to parents that provide tips and resources to help with academics and social-emotional growth. Noting the necessity of family and parent engagement in improving student achievement, strategies to increase parental involvement are implemented. St. Clair County School System schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development. An annual parent meeting is conducted to review each school's status, school assessment date, and federal requirements. Parent input is a vital component of the annual meeting. Typically in a normal school year, parents are provided test results from the previous year during the initial parent-teacher conferences/meetings and review the school-parent compact. However, there are no spring test results to discuss as no accountability testing occurred for the 2019-2020 school year due to COVID-19 school closures. Initial meetings for this year will focus on efforts made to address deficits created by the closure, instructional plans should we have another closure, ways parents can continue to support their students at home, and the school-parent compact. Every parent will be invited to meet with teachers. Teachers and administrators will make every effort to contact parents throughout the year to make sure they are informed of the school initiatives and to provide an opportunity for open dialogue.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Parents will be invited to participate in the Title I planning meetings throughout the school year. Additionally parents will be invited to participate in the review of the school-parent compact. AES will work with the system-wide parent coordinator to to conduct surveys to solicit input for ideas and improvement suggestions.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Title I funds allocated for parent involvement are used in the school for the Title I parent liaison who attends planning meetings and provides / offers educational resources to families. Additional funds are allocated for the Home - Connection newsletter--a monthly newsletter to parents with academic and social help aids.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Each school in the St. Clair County School System will provide assistance to parents and family members in understanding topics such as: \*College and Career Ready Standards (CCRS)\*state and local academic assessments including alternate assessments\*grading procedures\*strategies for monitoring their child's progress All schools will conduct individual meetings with parents to the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e. INow Student Portal, progress reports, and report cards). In addition, translators are funded through local and federal monies and used to communicate with parents/students when necessary and translate written forms of communication in the student's and parent's home language. The school district also ensures that all registration forms and the school compact in the language spoken in the home. The school works in conjunction with the EL teacher in providing parents with information as needed. Classroom teachers send weekly communication folders and agendas each week. This is a communication tool between teachers and parents. Translations for all documents are provided as needed with the support of the EL teacher and translator. Additionally, school newsletters provide school wide information related to events and academic expectations. Grade levels hosts Student Success Nights in which teachers provide parents with an overview of the grade level's curriculum, grading policies, expectations, and support services. Also, parent conferences are scheduled throughout the year by teachers and upon parent request. Translators are present for these evenings.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The School-Parent Compact is jointly developed by the school and parents. It is reviewed annually at the Title I meeting to determine if changes are needed and to clarify the purpose of the compact. The compact is also reviewed with students at the beginning of each year and revisited as needed during the year. The compact is used during parent teacher conferences to guide expectations of all stakeholders and as documentation for parent-teacher meetings.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents are encouraged to communicate all concerns either by face-to-face conversations, phone calls, or email. Surveys are also given during the school year for parental feedback. Should a parent wish to comment or express concerns or recommendations regarding the Continuous Improvement Plan, he/she should feel free to contact the principal or any committee member and arrange a time to discuss the concerns. Contact information is readily available on the school newsletter and website. If a parent is not satisfied with the results from the meeting, he/she may notify the principal in writing within 5 days of the meeting. A meeting between the parent and the remainder of the available committee members may be convened to address the concerns. If the parent is still not satisfied, he/she may submit the concerns to the Federal Programs Coordinator. The FP Coordinator will forward concerns to the Federal Programs Department of the SDE.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall 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, as appropriate, to foster parental involvement.

At the start of each school year, each teacher invites his / her parents to an orientation for the new school year. Important information concerning academic standards, formative and summative assessments, and communication tools to assist parents in monitoring their child's achievement is given to parents through verbal information and handouts. In addition, opportunities for parental involvement are discussed and encouraged during orientation, although the 20-21 school year will offer less in-person involvement activities as we observe COVID-19 protocols. Opportunities to connect virtually will be offered when and where appropriate. The county-wide parent liaison and translators are also available during orientation. Information for iNow Parent Portal and School Cast is also distributed during orientation. In addition to orientation, all grade levels host a student success night in which teachers provide parents with an overview of the grade level's curriculum, grading policies, expectations, and support services. The principal and school counselor are part of these events. Teachers also provide parent meetings to offer explanation of state content standards, assessments and how to support their children in mastering the grade level expectations.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school 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.

Teachers, specialized instructional support personnel, principals, and other school staff will become more proficient in communicating with parents through developing and presenting evidence-based strategies during grade level Success Nights, student led data meetings, activities included during statewide parenting month (October), parent meetings focusing on specific topics, and parent conferences. Communication between home and school will strengthen through these face-to-face meetings. (As a note, all of these in-person, in-school activities will be subject to appropriate COVID-19 protocols if allowed to occur at all.) Additionally, school personnel will continue to communicate with parents via phone calls, text messages and emails using our district messaging system, social media, and the website. The system wideparent involvement coordinator offers support to parents by offering materials and training to help parents work with their children to accomplish academic success. Again, the school-parent compact is used to guide all stakeholders in their role as partners supporting student learning. During student success nights teachers provide parents with an overview of the grade-level's curriculum, grading policies, expectations, and support services.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The system-wide parent involvement coordinator supports the effective involvement of parents and helps to establish a partnership among the school, parents, and the community to improve student academic achievement. The school administration and parent involvement coordinator work collaboratively to educate teachers, office personnel, and other school 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.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The system-wide parent involvement coordinator offers activities/meetings to support effective parent involvement and provides parent resources as needed. The school administration works collaboratively with the Community Education Program Director to coordinate resources.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

All parent communications are made available in a format that is understandable. The EL teacher and translator provide support in translating documents/communications as needed.

7. Describe how the school will ensure the provision for 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. (See ESSA Sec. 1117(f))

The EL teacher, 504 school coordinator, translators and special education teacher ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand. Parents will be reminded of scheduled meetings through phone calls, text messages, St. Clair County App, emails, newsletters, social media, and the website. In some cases, parents may be afforded an interpreter during meetings to be funded by local monies.