



## Anniston High School

### PARENT AND FAMILY ENGAGEMENT PLAN

#### 2024 - 2025

Anniston High School's Parent and Family Engagement Plan is written with the intent to serve ALL parents and families. As a system, any barriers preventing parents and/or families from participating in any school related activities will be eliminated.

"Parents and the community are welcome in the school, and their active support and assistance are sought;"

1. Appropriate personnel of Anniston High School will take the following actions to meaningfully involve parents in the joint development of its Local Education Agency (LEA) Parent and Family Engagement plan.
  - Anniston High School will meaningfully involve parents in assisting school leaders in determining parent and family issues that require examination, and will actively engage them in their child's education
  - The parents will be notified by the school principal, assistant principal, designee, and/or other pertinent school personnel
  - School staff and community members will also be included in parent and family engagement meetings and communications.
  - Parents will have the opportunity to review and suggest changes to the School/District's Parent and Family Engagement Plan

"Inclusion of parents and community as partners in the decisions that affect children and families: and"

2. Appropriate personnel of Anniston High School will take the following actions to engage parents in the process of school review and improvement:
  - A school level needs assessment survey, with parent input, is conducted every year
  - Parents are invited to be on the school improvement committee (ACIP) and are asked for their input on budget, 1% set aside, and academic matters.
  - Input from parents is incorporated into the needs assessment



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- Every parent of student attending Anniston High School will be given a needs assessment survey to complete.
- The school level needs assessments with parent input are sent to the district and an analysis is then completed by the Office of Federal Programs.

“Recognition that parents play an integral role in assisting students’ learning;”

3. Principal, assistant principal, designee, or other personnel of Anniston High School will reach out to ALL parents in understanding such topics as state and local academic content standards, academic achievement standards, along with state and local assessments, and how to monitor a students progress and work with educators to improve the achievement of their students:

- School level meetings will be held to explain academic content standards, (academic achievement standards and state and local assessments. Questions will be welcomed from ALL parents and families. A translator will be provided as needed
- Parents are notified of the meeting in at least two of the following methods: (1) notices sent home by students, (2) notices posted in, and around the community, (3) announcements at parent and family engagement meetings and PTA/PTO meetings, (4) school messenger system, (5) Facebook (6) School / District sites.
- To enable ALL parents to attend the meetings, meetings will be offered at different times of the day and different locations where feasible.
- A knowledgeable school staff person, i.e., principal, school counselor, or testing coordinator will explain the assessments in a format and, to the extent practical, in a language parents can understand
- Technical assistance is as needed by school personnel.
- Parent compact are constructed for parent and school commitment to students well-being.
- The compact should be used as one means of meaningful, two-way communication between the parent, the teacher, and the student
- The school compact should be designed with parent, teacher, and student input. It describes how parents, school staff, and students will **share responsibility** for improved student achievement and the means by which the school and parents will build and develop a partnership to help students meet their full potential
- **Every effort is made to provide the compact in a student’s home language**
- The compacts are signed at the beginning of each school year by the parent or guardian, the student, the teacher, and administrator, if applicable



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- The administration and designated personnel will randomly check the school's parent compacts during the school year to ensure its use, proper location and mandatory signatures
- Title I schools must inform parents they have a right to request the following information about the professional qualifications of their student's teachers/paraprofessionals:
  - Whether the teacher has met qualifications
  - Has a license for the grade level and the subject area(s) he or she teaches
  - Whether the teacher has an emergency or provisional license or What degree(s) the teacher holds
  - the field of discipline of his or her certification, or degree or Whether the student is being taught by paraprofessionals and, if so, their qualifications
- **Parents are notified of their rights to the extent practical, in a language the parent can understand** by notices sent home with students, letters sent to the parent's home and at parent meetings

“Promotion and support of responsible parenting enables families to participate actively in their child's development from birth through their school years;”

4. Appropriate personnel of Anniston High School will to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Randolph Park Elementary, Golden Springs Elementary, Cobb Preparatory Academy, and Anniston Middle School, and other agencies' Anniston City Schools will also conduct other activities, such as a parent/teacher resource center, that encourages and engages parents in more fully participating in the education of their student(s).

- Sister schools are invited to attend site-based parent and family engagement activities. The parents are notified of these activities by (1) flyers sent home, (2) flyers posted in and around the community and/or (Facebook)
- Monthly site-based parent activity will be conducted as feasible to the neighborhood school based parent and family engagement activities in a format and to the extent practical, **in a language the parents can understand**. As part of the program, participating parents agree to attend at least one parent and family engagement activity per semester. Some topics may include but are not limited to:
  - a) Building better parenting skills
  - b) Improving reading, math, and writing skills
  - c) Testing programs and what they mean
  - d) English as a Second Language



e) Accessing community agencies/services

“Recognition that parents play an integral role in assisting students’ learning”

5. Appropriate personnel of Anniston High School will take the following actions to conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of this Parent and Family Engagement Plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluations about its parent and family engagement and to revise, if necessary, its Parent and Family Engagement Plan

- A year end evaluation of the content and effectiveness of the Parent and Family Engagement Plan. Parents will receive notification of the evaluation and be asked for their input. Evaluations will be written jointly with parent input, and to the extent practical, in a uniform format, **and in a language the parents can understand**. The administration will send evaluation forms home to all Anniston High School’s parents. It will be the responsibility of the principal and/or designee to collect the evaluations. The results of the evaluations will be incorporated into the current year’s Parent and Family Engagement Plan and be used for future parent and family engagement activities.  
Original documentation of the evaluations will be sent to the Federal Programs.
- The evaluation will be written so as to identify barriers to parental engagement. Parents tend to be less involved in the educational process as their children get older. By identifying these barriers to parent engagement, the following are made possible: (1) the creation of new approaches, (2) reducing negative contact with schools which can in turn reduce parent engagement, (3) identify barriers for parents, such as negative experiences with their own schooling, (4) **the inclusion of limited speaking or non-English speaking parents**.
- Economically disadvantaged parents may fear losing their jobs if they take time off to attend meetings. Parents who are not well-educated may find it difficult to help their child with homework. Helping low-literate adults improve their basic skills will have a direct impact on their child’s education. As parents improve their skills, they are more likely to become involved at their child’s school. Parents will be asked to complete a survey to determine how to best address the barriers parents face



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“Community resources are used to connect students and families with resources that strengthen school programs and to provide educational enrichment and support in daily life.”

6. Appropriate personnel of Anniston High School will build the schools’ and parents’ capacity for strong parental engagement in order to ensure effective engagement of parents and to support a partnership among the school. Parents and the community will work together to improve student academic achievement through the following actions specifically described below:

A. AHS will provide assistance to parents of children served by the school district or school, as appropriate, through the activities specifically described below:

- Annual Title I Meetings at each school
- School level Open House
- School level parent and family meetings
- School level workshops for parents and families
- Calhoun County Extension Center
- Parents as Partners in Education of Alabama (Family Links)
- Specific parent meetings designed to address requested subject areas

B. AHS, with the assistance of the LEA, will provide materials and training to help parents work with their student to improve their student’s academic achievement, such as literacy training, mathematics, and using technology, as appropriate, to foster parental engagement by:

- Providing a newsletter to be issued at least monthly in English (**Spanish and other languages as needed**)
- Providing reading, math, technology, and literacy workshops
- Providing workshops to explain the results of state assessments
- Supporting to the extent practical, **translators for limited or non-English speaking parents**

C. The administration in conjunction with the District office, will educate its teachers, pupil services personnel, principals, and other staff,



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on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and on how to implement and coordinate parent programs and build ties between parents and schools, by the following:

- School level teacher in-service
- School level parent workshops for ALL parents and families □ District Staff Development meetings

D. AHS, to the extent feasible and appropriate, will coordinate and integrate parental engagement programs and activities with sister schools and local agencies will provide other activities that encourage and support parents in more fully participating in the education of their student(s) by the following:

- Including parents to participate in educational programs to promote parental engagement.
- Inviting Community agencies to present meaningful programs to parents

E. AHS will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to ALL parents of participating students in an understandable and uniform format including alternate formats upon request, and to the extent practical, **in a language the parents can understand** by providing the following:

- Newsletters in English (Spanish and other languages as needed)
- Parent information designed to meet the needs of our **non-English speaking** and low-literate parents
- Volunteer multilingual translators
- TRANSACT-translation library that contains more than 65 common school forms, documents, and letters for parents and families
- Google Translate
- District Parent/Teacher Handbook in English (Spanish and other languages as needed)
- Parent booklet/brochures in English (Spanish and other languages as needed)