

## 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% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

Locust Fork Elementary School held the annual Federal Programs Title I Parent Meeting on August 1, 2024, at 3:00 pm. This meeting was communicated through Facebook, and information was sent via Remind and posted on our school's website. Our district Federal Programs Advisory Committee, which comprises representatives from each school's aCIP team, meets twice a year to review a needs assessment, Title I plan, and set-asides for the upcoming year. This committee voted to distribute the Parental Involvement Funds based on the local school's free and reduced numbers. During the Title One Annual Federal Programs meeting, Mrs. Williamson presented a PowerPoint that explained the Title 1 requirement, Parents' Right-to-Know, and opportunities for parents to be involved in their child's education and as a volunteer at the school. A handout was provided for all attendees with a written summary of the information covered in the meeting. A detachable section is provided for their signature and comments, complaints, and/or suggestions. The detachable forms were collected and used as additional parent input and will be considered in a future CIP committee meeting. This information was also sent as an attachment through Remind and posted on social media and the website.

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.

Parent Teacher Student Organization (PTSO) holds meetings monthly for any parent, student, teacher, staff, and/or community member to attend. LFES rotates the meeting schedules so that working parents and teachers can be apart of the monthly meetings. Most meetings are scheduled at 6:00 pm and a few are scheduled directly after school. We held parent conferences on September 23rd during a teacher work day. These conferences are held multiple times a year. A district Parent Advisory Council oversees the planning and implementation of the District's Parent Involvement Program. The Council helps develop the Parent Involvement Plan and policy, reviews results from the Annual Parent Survey, and some members serve on the System Advisory Committee as well. The Annual Parent Survey requests all parents to indicate their interest in serving on local and/or district-level planning committees. Results from the Annual Parent Survey are summarized and all comments are listed and provided to the principal for the use in planning their ACIP. Parents are involved in the planning, review, and improvement of the Title I program through representatives that serve on the committee, as well as giving parents the opportunity for input and feedback through the school's website and through the school office. Because parent involvement is already

established through the use of PTSO, funds for parent involvement are budgeted for materials to be mailed to special education parents.

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).

The district provides a link on the website ([www.blountboe.net](http://www.blountboe.net)) for the District Parental Involvement Plan and Policy, Parents Right-to-Know, and links to support websites. Feasible documents are provided in English and Spanish. The district also provides each student with a copy of the Blount County School System Student Code of Conduct Handbook. The handbooks are quite comprehensive and cover general information, standard operating procedures, and general guidelines regarding what is expected from students and parents. A copy of the District Parent Involvement Plan is provided for each parent and distributed to each parent in each student's registration packet at the beginning of the school year. Parents are encouraged to provide a valid email address and contact phone number during PowerSchool registration to enable timely reminders regarding school closures and events for parents. Parents are informed of their child's progress, the curriculum and assessments in a variety of ways, including letters, conferences, (minimal of one per year per each family) calendars, agendas, and website features. Information about assessments is sent home, explaining the assessment and their child's performance, as well as information about the general curriculum and interventions that are being used. Parents are always welcome to meet with teachers, administration, or specialty staff (special education, gifted, instructional coach, school counselor) regarding their child's performance. Parents of special education students are invited to a meeting detailing services available to their children and requesting their involvement in their children's education.

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

\$1350 has been allocated for parental involvement to purchase non instructional supplies, resources, postage for printed materials and mailouts as well as communication folders for our parents. Our school also pays for Remind subscriptions which allows teachers and parents to communicate conveniently.

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))

Our school's CIP Plan is written by a team of educators, administrators, and parents who use student and school data to outline specific goals, strategies, and action steps to positively impact student achievement. We hold an annual Title I Parent Informational meeting that informs parents of our school's Title status. We also invite parents to share ideas, concerns, and feedback by completing surveys throughout the school year, during parent/teacher conferences, emails, phone calls, etc. The Continuous Improvement Plan is also attached and posted to our school's website: [www.locustforkelementary.com](http://www.locustforkelementary.com) and sent out as an attachment through Remind. We also have paper copies located in the office for parents upon request.

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 Compact will be analyzed by school staff, students, and parents in the meeting that explains Title I. It is to be used in parent conferences so that parents, students, and teachers understand the compact. Parents are always providing feedback on parental involvement through the school's website and Facebook page, and Remind.

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

The annual parent survey includes questions regarding the CIP and provides an opportunity for parents to make suggestions, voice dissatisfaction, or make any other comment. The Continuous Improvement Plan is posted on the website with a place for comments (whether satisfaction or dissatisfaction). Comments are also taken in the school office for those without internet access.

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.

Parents are sent letters explaining student test scores, whether that be ESGI, AIMSWEB Plus, iReady or other data. Parents are encouraged to bring questions to the school principal for additional explanation and help. Students are taught in the

upper grades to begin analyzing their own test scores, and this information is also sent home to parents. Meetings with parents that occur throughout the year address student achievement. Progress reports are sent home every 4 1/2 weeks to inform parents of their child's grades. Parent communication folders/binders are sent home daily. Parent conferences with teachers, the counselor, or the school administrator are as-needed. 2 literacy meetings for parents Pre-K -3rd grade to inform them about the Alabama Literacy Act and how this may affect their child. In addition parents who have students with Student Reading Improvement Plan (SRIP), are invited to meetings to provide them with materials for at home practice. The SRIP is also a contract between parents, teachers, and administration agreeing to provide supports for reading.

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.

At the local school level, tools to help parents work with their children to improve achievement are offered, such as IXL Learning, reading passages, supplemental review materials, and the website offering review and game activities to reinforce the skills being taught in the classroom. Staff often share best practices, discuss challenges, and develop strategies for engaging with parents about students' academic and behavioral needs. Each year we conduct a Family Survey and a Title I Parent Survey for parents to share their thoughts on school practices, helping staff understand and respond to parent needs.

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.

Staff members are trained to assist parents and treat them in kind and respectful ways. Creating a culture of welcome and acceptance is critical to this. The PTSO works to improve classroom instruction by helping to finance needed materials/equipment. The district's Federal Programs District Parent Liaison has a Parent Advisory Council comprised of parents from Title I schools in the Blount County District. The Council meets bi-annually to plan, review, implement, and evaluate the LEA Parent Involvement Plan. Parents are asked to participate in a variety of ways with school programs, community outreach, and parent assistance programs.

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.

A system-wide ESL consulting teacher, a Migrant Home-School Liaison, and 2 interpreters/translators are located at the Blount County Schools Professional Development Center in Cleveland, AL. In addition to the general education staff of each school, these individuals work collaboratively to meet the training needs of the parents of our homeless, migrant, and non-native English-speaking students. Teachers utilize Google Translate when needed so all parent communication can be provided in a language parents can understand. Teachers with EL student were provided digital translators to use with students and parents. The parent communication tool, Remind, also provides translation accessibility for non-English speakers. The district's ESL/Migrant Home-School Liaison provides translations of documents going home to parents of English Language students. Informational flyers are translated, handbooks, policies, parent involvement plans, newsletters, and parent surveys. Registration, medical, disciplinary, health, and sports-related forms are also translated. When feasible, software services such as Transact, is used. To the extent practicable, information posted to the parent involvement link of the [www.blountboe.net](http://www.blountboe.net) website is available in both English and Spanish. Recognizing the need to assist in bridging the gap of the linguistic diversity of students at school, communication handouts, signs, and directions are often translated into native languages spoken at the school. The ESL/Migrant Liaison is also available to attend IEP meetings, disciplinary hearings, and parent/teacher

conferences to serve as a translator for non-English speaking parents. Information is available in Spanish. The district employs a bilingual home-school liaison who is available for parent conferences and questions.

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.

Our PTSO communicates school functions and needs to parents/community. Parents are encouraged to volunteer and participate in schoolwide events such as, color run, Grandparent's Day, school dances, duty free lunch etc. Parents are invited and encouraged to attend field trips, goal celebrations, conference days and awards days, which are scheduled at flexible times so parents can accommodate work and school schedules. These invitations are sent through social media announcements, Remind and flyers in parent communication folders. These invitations are also translated for non-English speaking families.

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))

Spanish translators/interpreters and sign-language interpreters are on staff with the Blount County Board of Education to ensure that all parents understand the presented information. All schools and facilities are handicap accessible, including Locust Fork ES. Reports and information, including student progress notes and report cards, are available in Spanish or other languages (as needed). Special accommodations are continuously made to communicate with parents by phone and home visits as needed. A Migrant Liaison is on staff at the Blount County PD Center, with a direct phone line (Spanish-speaking voicemail), offering a wide variety of support which also includes the following:- Interpretation and support at events, including I.E.P. meetings and school functions, Translation of official written materials including Parent compacts and student handbooks. Informal communications in Spanish are translated through Google Translate. Parents and family members with disabilities can utilize the elevator in our lower elementary

building, and and new sidewalks to access the lower elementary building and elementary gym.