

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))

Our district Federal Programs Advisory Committee, which is made up of representatives from each school's aCIP team, meets two times per year to review a needs assessment, Title I plan, and set-asides for the upcoming year. This committee voted to continue to combine school parental involvement allocations to provide a district Parental Involvement Specialist. This person will provide services to all Title I schools to heighten parent involvement through a Title I annual meeting of parents, parent communications, and parent training at the Blount County Professional Development Center and/or local school. An annual Federal Programs/ Title I Informational Meeting for all parents is held via Zoom at HPS prior to September 30. The district Parent Involvement Specialist provides a presentation for schools and parents that explains the District Set-Asides, with emphasis on the 1% set aside for Parent Involvement. The presentation also covers the Title I requirements, Parents' Right-to-Know, and opportunities for parents to be involved in their child's education as a volunteer at the school. Parents and attendees will validate their attendance at this virtual meeting by submitting a signed document indicating approval or disapproval of the district Title I plan.

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.

Parents and community members serving on the aCIP team are invited to share in and assist with setting priorities for schoolwide improvement planning, including the assessment of strengths and weaknesses. The PowerSchool calling system sends messages to each child's parents notifying them of the time and place for the federal programs meetings as well as informing parents of the purpose of the meetings. HPS also sends out local Remind messages to parents notifying them of the meetings. Interested stakeholders are encouraged to attend and be active participants in the improvement of the total school program. Hayden Primary School shares this information during a scheduled meeting Zoom meeting with parents prior to September 30th. Information regarding revisions to the existing plan and opportunities for parents to make suggestions for the upcoming year are made available during the annual Zoom meeting and continue throughout the school year. If parents express their inability to attend scheduled meetings, HPS offers additional opportunities for Zoom meetings, phone calls, or in-person meetings to explain the federal programs offered. The annual Zoom meeting is also recorded for future viewing purposes.

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 and community members serving on the aCIP team are invited to share in and assist with setting priorities for schoolwide improvement planning, including the assessment of strengths and weaknesses. Interested stakeholders are encouraged to attend and be active participants in the improvement of the total school program. Hayden Primary School typically shares this information during a regularly scheduled Zoom meeting with parents each September. During regular PTO meetings, opportunities will be given to parents and guardians to provide input for the schoolwide programs. Information regarding revisions to the existing plan and opportunities for parents to make suggestions for the upcoming year will be made available throughout the school year. Parents are included in the Needs Assessment process each year by inviting them to complete surveys giving feedback on schoolwide programs.

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

School parental involvement funds are used to purchase communication materials that circulate between teachers and parents. HPS also has a Parent's Corner that contains pamphlets about programs offered to them through the local school and district.

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 parent is provided with a hard copy of the Blount County School System's student handbook. The handbook covers general information, standard operating procedures, and general guidelines regarding what is expected from students and parents. A copy of the Parental Involvement Policy is included in the handbook. The handbooks are supplemented by periodic correspondence from administration and teachers containing pertinent information regarding upcoming activities, events, and/or programs. Parent-teacher conferences are scheduled each fall during a parent conferencing day and as needed throughout the school year. Communication with parents is enhanced with a multimedia display within the school that scrolls current school information and evidence of student learning. This information will be uploaded and reviewed by an administrator and/or designated person on a weekly basis. PTO meetings are typically utilized to share information about programs, curriculum, assessments, and student achievement. The faculty and administrators of Hayden Primary School will be available to meet with parents for conferences upon request. When appropriate, correspondence is sent home in a

language other than English. The Blount County Migrant/ESL liaison is available to translate and ensure effective communications between parents and school personnel.

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))

School-Parent Compacts are used to solidify the commitment of parents, students, teachers and the school administrators in working together to ensure that each child is successful. School-Parent Compacts are discussed and signed during parent/teacher conferences. Parents and teachers keep a copy of the signed compacts as a resource and a reminder of our commitment to the success of all students. Each year the School-Parent Compact is reviewed by the Leadership Team/aCIP committee and revised as needed. Teachers and parents are encouraged to revisit the compacts during other parent/teacher meetings, including IEP meetings, disciplinary hearings, scheduled parent/teacher conferences, etc.

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

Hayden Primary School has parental representation in the development of the LEA's Parental Involvement Policy and Plan. Parents are invited to participate in all aspects of the plan and typically have an opportunity for input at Hayden Primary School PTO meetings. In the schoolwide spring meeting devoted to schoolwide improvement planning, as well as the LEA parent involvement meetings, parents are provided information which will assist them in making and submitting comments to the Department of Education. A copy of the school's aCIP is available in the school's office and on the HPS website. Parents are invited to read through it and submit suggestions or grievances in writing to the school's principal for consideration during the next planning session.

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.

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 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, as appropriate, to foster parental involvement.

Parents and students are invited to attend a "Meet the Teacher" night at the beginning of each school year. During this event, teachers inform parents about student academic standards and refer them to the Parent-Student Handbook in which academic policies are outlined. State assessments and class assessments are discussed throughout the year and in more detail during individual conferences. Parents of at-risk students are given recommendations for improving their child's progress. Teachers work closely with parents to ensure that they are aware of their child's progress and to communicate effective strategies for achievement. Each parent also receives weekly written communication from the classroom teacher to keep an open line of communication. Parents are encouraged to monitor their child's academic progress. Each grade level will provide parents with documents describing time frames for mastery of specific skills and requirements for promotion.

Parents of students with Student Reading Improvement Plans are provided with monthly communication regarding their child's progress in mastering reading standards, as well as materials and resources to assist their child in at-home work that builds understanding and mastery.

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.

Parents of at-risk students are provided with strategies to apply at home through the distribution and explanation of the student reading improvement plans. Classroom teachers, special education teachers, the reading interventionist, the math coach, and the Title I interventionist send home materials such as reading fluency passages, sight word lists, and flashcards for parents to use with their children to increase reading and achievement. We plan to continue the practice this year of inviting parents to become Reading Buddies for their children's classroom in order to provide more opportunities for parents to be a part of the schoolwide

instructional programs. Reading Buddies coordinate with classroom teachers to schedule times to read leveled library books with students in order to provide extra doses of fluency practice throughout the school day. This is a great parent/school partnership opportunity at HPS.

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.

Blount County has a system-wide EL consulting teacher, a Migrant/ESL Home-School liaison, and a Parent Liaison. In addition to the general education staff of the school, these individuals work collaboratively to meet the training needs of the parents of our homeless, migrant, and non-native English speaking students. Our system also has a modern resource center which often provides a focus on parental involvement activities.

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.

Throughout the school year, the principal, assistant principal, and teachers often send home newsletters and other written communications to give specific information to families. Our teachers schedule additional parent conferences at the convenience of parents in order to reach a mutual agreement between parents and teachers regarding ways to help children become more successful students. With

the help of the EL teacher and each student's home-language survey, the teachers are informed of which students need correspondence in a language other than English. The LEA's Migrant/ESL Home-School Liaison is available to translate in person during meetings or translate written information sent home to the parents.

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.

An annual Parent Survey is conducted during the spring semester of each year. Parents of all students are encouraged to complete surveys. Surveys are also available on the Blount County school system website. Information gained through an analysis of completed surveys assists in planning and integrating parent involvement programs and activities that address parents' needs so that parents are more effective partners in the academic success of their children. Hayden Primary School also assesses the effectiveness of the past year's parental involvement through feedback provided at PTO meetings.

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))

Translators and sign-language interpreters are employed by the Blount County Board of Education to ensure that all parents are able to understand the information being presented. All schools and facilities are handicap accessible including Hayden Primary School. 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 to conduct home visits as needed. A Migrant Liaison is located at the Blount County Professional Development Center, offering a wide variety of supports which also include the following: translating and support at all events including IEP meetings and school functions; translation of all written materials including parent compacts, student handbooks, newsletters, progress notes, report cards, etc.; Home visits to encourage school attendance and respond

to needs that may not be expressed at the local school (tutoring needs, clothing, hygiene, food, medical, immunizations, dental, vision, financial aid, school supplies, etc.); Pre-K support and enrollment; outreach and identification of migrant families (posters, flyers, school notifications, dedicated direct phone line, booths at local events to inform parents of EL and migrant students of support services, etc.); professional development for teachers to better serve students ; grade monitoring for all migrant and EL students with support provided for at-risk (drop out, failing, poverty) students; Information provided to parents about student options for College and Career Readiness (Career Tech, AP, ACT testing support, dual enrollment, WorkKeys, Industry Credentials, military enlistment, etc.); Family Literacy activities.