

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))

The district's Federal Programs Advisory Committee, which includes representatives from each school's Continuous Improvement Plan (CIP) team, meets at least twice each year to review the district needs assessment, Title I plan, and proposed 1% set-asides for the upcoming school year. In addition, an Annual Federal Programs Informational Meeting is provided for parents at the beginning of each school year. Cleveland Elementary School conducts its annual Title I meeting in September to ensure parents are informed about the services and resources available through Title I.

During the meeting, a PowerPoint presentation provides an overview of district set-aside funds, with particular emphasis on the 1% set-aside designated for parent and family engagement. The presentation also addresses Title I requirements, Parents' Right-to-Know provisions, opportunities for parents to participate in their child's education, and volunteer opportunities available at the school. Attendees receive a handout summarizing the information presented, providing families with a reference they can use throughout the school year.

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.

Cleveland Elementary School provides multiple avenues to keep parents and families informed about upcoming activities, events, and opportunities for involvement. Parent activity calendars are posted on the Blount County School System website and updated throughout the school year as needed. The school marquee is also used to communicate important announcements and upcoming events to parents and community members. Countywide parent and family events held at the Blount County Professional Development Center are posted on the district calendar for easy access.

Prior to the beginning of each school year, Cleveland Elementary hosts a Pre-Kindergarten Orientation and a "Meet the Teacher" event for students in kindergarten through sixth grade to help families prepare for the new school year. Parents are also encouraged to participate in PTSO meetings and a variety of special events throughout the year. Events are scheduled at varying times to provide greater flexibility and accommodate the schedules of working parents, promoting increased family engagement and participation in the school community.

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).

At Cleveland Elementary School, an annual parent meeting will be held to provide families with an opportunity to review the strengths and areas for improvement identified during the previous school year. The meeting will also include a review of how Title I funds were utilized and provide parents with an opportunity to offer input and suggestions for the upcoming school year. Feedback gathered during the meeting will be used to help guide school improvement efforts and develop plans to address identified needs.

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

Funds allocated for parent and family engagement are used to provide communication folders for students. Grade-level teams have the flexibility to select the format that best meets their needs, such as agendas, binders, or folders, with the goal of promoting consistent two-way communication between home and school. Other means of communication occur with Smore Letters and Finalsite, but are not funded with Title I allocations. Both of these sites allow for the translation of language to ensure all parents have access to school information in their native language.

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 student and parent at Cleveland Elementary School receives a copy of the Blount County School System Student Handbook. This comprehensive resource provides general information, standard operating procedures, policies, and guidelines outlining the expectations and responsibilities of the school system, students, and parents. In addition, families receive a Cleveland Elementary School handbook through a QR code that highlights relevant district policies and provides information specific to the school.

Parents are encouraged to participate in parent-teacher conferences as needed to discuss student progress, academic needs, and other concerns. Parent and community stakeholder meetings are also utilized to share timely information about school programs and provide opportunities to explain the school's curriculum, assessment practices, and expectations for student achievement. The principal maintains an open-door approach and welcomes parents and community stakeholders who wish to discuss concerns or questions related to school matters.

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 establishes a shared commitment among parents, students, teachers, and school administrators to work collaboratively as partners to promote the academic success and overall well-being of all students at Cleveland Elementary School (CES). At the beginning of each school year, the compact is provided to every student and parent. During orientation and "Meet the Teacher" events, students, parents, and staff are encouraged to review the compact and sign the School-Parent-Student Pledge, affirming their commitment to work together, take responsibility for their respective roles, and give their best effort toward student success.

The School-Parent Compact consists of three sections that outline the shared responsibilities of the student, parent, and school. The school section describes the school's commitments and responsibilities for providing an environment that maximizes learning opportunities and supports the success of every student. The student section provides students with a list of suggested activities and allows each student to identify the commitments he or she will make throughout the school year. This process encourages students to take ownership of and responsibility for their education.

The parent or guardian section outlines the important role families play in supporting their child's education. It includes expectations for supporting learning at home and maintaining open, positive communication with teachers and school staff. Parents are also provided with suggested activities in which they may participate as their time and availability allow. An additional comments section allows parents to identify specific interests, areas of support, or ways they would like to assist their child, the classroom teacher, the class, or the school as a whole.

When all parties agree to the terms, the compact is signed by the principal, teacher, student, and parent or guardian. The compact may also be referenced during parent conferences to document meeting dates, discussions, and follow-up notes. As part of the school's continuous improvement process, the School-Parent Compact is reviewed each spring by the CIP Committee and revised as needed to ensure that it continues to reflect the shared responsibilities and needs of students, families, and the school community.

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

Cleveland Elementary School provides parents with meaningful opportunities to participate in the development and review of the LEA's Parent and Family Engagement Policy and Plan. Parents are invited to provide input and participate in discussions during parent and community stakeholder meetings, ensuring that family perspectives are considered in the planning process.

The school's Continuous Improvement Plan (CIP) is developed and reviewed by a collaborative committee consisting of administrators, teachers, parents, and community representatives. Each spring, Cleveland Elementary holds a schoolwide parent and community stakeholder meeting focused on reviewing progress and identifying priorities for continued school improvement. Parents also receive information during LEA parent and family engagement meetings to help them understand the planning process and provide comments or feedback to the State Department of Education if they disagree with any aspect or component of the LEA's plan. These opportunities promote transparency, collaboration, and shared responsibility for improving educational outcomes for all students.

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.

Cleveland Elementary School is committed to establishing and maintaining strong two-way communication among the school, families, and community. The school encourages parents to serve as active partners in their child's education by fostering open communication and collaboration among teachers, staff, administrators, students, and families. These efforts promote a shared sense of responsibility and partnership for student learning and achievement.

Cleveland Elementary also works to engage parents as partners through the Student Reading Improvement Plan required by the Alabama Literacy Act. Parents receive targeted strategies and resources from teachers to support reading development at home, allowing families to play an active role in addressing their child's individual academic needs. The school recognizes that meaningful parent involvement begins before the first day of school and provides opportunities for families and community members to become engaged early.

Throughout the year, Cleveland Elementary offers a variety of opportunities to connect families with the school, including parent meetings, special event nights, informational videos from teachers, and resources designed to help students and families prepare for academic success. During orientation and "Meet the Teacher" events, parents receive important materials, including the Parent-School Handbook, which provides information about school policies, the school calendar, and curriculum expectations. Parents and students also receive information about

classroom assessments and learn how teachers, students, families, and school staff can work together to promote academic success.

The Parent-Teacher-Student Organization (PTSO) meets at least three times each year, with multiple methods of communication used to encourage parent participation. These meetings provide opportunities to discuss various aspects of school life, share resources and ideas, and identify ways families can support improved student achievement. The PTSO also serves as an important partner in the school community by helping provide resources and collaborating with teachers and students to support their success.

Cleveland Elementary School also hosts an annual Federal Programs meeting during the fall. During this meeting, parents receive information about state academic content standards, academic achievement standards, Title I requirements and services, and opportunities for parent and family engagement. Parents are also informed of their rights and the important role they play in supporting their children's education. Through these ongoing efforts, Cleveland Elementary strives to create a welcoming school environment in which families are informed, involved, and valued as essential partners in student success.

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.

Cleveland Elementary School values and recognizes the knowledge, skills, experiences, and diverse forms of engagement that families bring to the educational partnership. The school works collaboratively with faculty and staff to create and maintain a welcoming school culture that encourages meaningful family involvement. Time is intentionally devoted to developing family engagement initiatives that are connected to student learning, academic achievement, and overall development.

Cleveland Elementary recognizes that families serve in many important roles within the school partnership, including supporters, encouragers, monitors, advocates, decision-makers, and collaborators. Parents are provided with regular information about their child's academic progress to help them actively participate in the educational process. Student assessment results are shared with families following

the fall, winter, and spring assessment periods, while teachers communicate additional assessment information throughout the school year based on individual student needs.

Teachers also use ACAP assessment results and other available data to help determine appropriate instructional pathways and supports for students across all tiers of instruction. Multiple forms of communication—including data notebooks, progress reports, phone calls, and individual parent reports—are utilized to keep families informed and engaged. These ongoing communication efforts help teachers and families work together to identify student strengths and needs, develop appropriate strategies, and support each student's continued academic growth and success.

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.

Cleveland Elementary School is committed to engaging parents as equal partners in their child's education by establishing, maintaining, and strengthening effective two-way communication among the school, families, and community. This collaborative approach promotes a shared sense of responsibility among faculty, staff, administrators, students, parents, and community members. The school recognizes that meaningful family engagement begins before the start of the school year and works to provide opportunities for families to become involved from the beginning.

Throughout the school year, Cleveland Elementary offers a variety of opportunities for parents and community members to participate in the school community, including meetings, special event nights, and activities designed to support student success. Open House events provide opportunities for teachers, parents, administrators, and students to connect and establish positive relationships. Parents and community members are also invited to participate in field trips, classroom celebrations, and other special events. Multiple avenues are available for parent input and communication, including interactive newsletters, email, written communications, and surveys.

Cleveland Elementary has also incorporated World Read Aloud Day as an opportunity to engage parents and community stakeholders as partners in promoting literacy and supporting the academic success of all students. Each fall, the school conducts a Federal Programs meeting to review Title I parent and family engagement requirements and gather input from families regarding strategies, activities, and events that will strengthen engagement. Materials and resources are provided as needed to help support the successful implementation of these initiatives and ensure that families have meaningful opportunities to contribute to their children's educational success.

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.

Information regarding programs, services, activities, and other school functions at Cleveland Elementary School is made available to parents and families through a variety of formats and communication methods. The school's parent and family engagement program is designed to be inclusive and accessible to all families. Although Cleveland Elementary has a small number of students whose primary language is not English, important school information and documents are available in both English and Spanish to support effective communication.

Cleveland Elementary is also supported by an on-site English Learner (EL) teacher who serves the school on an 80% basis and provides targeted support to meet the unique needs of English Learners. The district's consulting EL teacher provides ongoing training and assistance for both parents and teachers and helps develop resources and documents that serve as valuable tools for students, families, and staff. The EL teacher collaborates with teachers each week during grade-level meetings to support effective instruction and ensure that EL students' needs are addressed.

In addition, Cleveland Elementary has access to a system-wide EL Parent Liaison who provides English-to-Spanish and Spanish-to-English translation services as needed. Parents of students receiving EL services are invited to informational meetings to discuss their child's Individualized English Learner Plan (IELP), with a translator available to assist with questions and concerns. School staff, including general education and specialized support personnel, collaborate with EL and family support staff to provide resources and training that address the unique

needs of families of homeless, migrant, and non-native English-speaking students. These coordinated efforts help ensure that all families have equitable access to information, resources, and opportunities to participate in their child's education.

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.

The district's EL/Migrant Home Liaison provides translation services to ensure that families of English Learners have meaningful access to school information and resources. Documents sent home to parents, including informational flyers, handbooks, policies, parent and family engagement plans, newsletters, and surveys, are translated as needed. Registration, medical, disciplinary, health, and athletic forms are also made available in appropriate languages. When practical, information provided through the parent and family engagement section of the district website is available in both English and Spanish. To further address the linguistic diversity within the school community, communication materials, signs, and directions are translated into other languages represented among the school's families when needed.

The EL/Migrant Home Liaison is available to provide translation support during IEP meetings, disciplinary hearings, parent-teacher conferences, and other important school-related meetings involving families whose primary language is not English. Throughout the school year, the principal and teachers regularly communicate with families through newsletters, written notices, and other correspondence. Teachers also schedule additional parent conferences at times that are convenient for families, allowing parents and teachers to work collaboratively toward solutions and strategies that support student success.

The EL teacher and information gathered through each student's Home Language Survey help identify students and families who may require communication in a language other than English. When translation is needed, the school works with the district's Migrant EL/Home-School Liaison and utilizes available language-support services. In addition, informal conferences may be initiated by either parents or teachers throughout the year to address concerns, resolve minor issues, and maintain open and positive communication between home and school. These efforts help ensure that language differences do not create barriers to family engagement or student achievement.

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 Blount County School System is committed to ensuring that all families have equitable access to school information, resources, and services. The district's Student Handbook and Cleveland Elementary School handbook are available in both English and Spanish. To the extent practical, information posted on the Blount County Schools website is also provided in Spanish. The Early Years newsletter for preschool families and the Home-School Connections newsletter for students in kindergarten through sixth grade are available in both English and Spanish. Translators and sign-language interpreters are available through the Blount County Board of Education to assist families in understanding school information and participating fully in school activities and meetings.

Cleveland Elementary School and district facilities are accessible to individuals with disabilities. Student reports and other important information, including progress notes and report cards, are made available in Spanish or other languages as needed. The school also provides individualized communication supports, including phone communication and home visits, when necessary to ensure that families receive and understand important information.

The Blount County Professional Development Center provides a Migrant Liaison who offers a wide range of services to support English Learners, Migrant students, and their families. These services include translation and support during school events, IEP meetings, and other school functions; translation of written materials such as parent compacts, student handbooks, newsletters, Home-School Connections, progress reports, and report cards; and home visits to encourage school attendance and address needs that may not be identified at the local school level. These needs may include tutoring, clothing, hygiene supplies, food, medical care, immunizations, dental and vision services, financial assistance, and school supplies.

Additional supports include assistance with Pre-K enrollment and services at the Cleveland Elementary School campus and outreach to Cleveland-area Head Start programs. The Migrant Liaison also works to identify and connect migrant families with available resources through posters, flyers, school notifications, a dedicated phone line, and informational booths at local community events. Professional development is provided to teachers to strengthen their ability to serve English Learners and Migrant students effectively. The liaison also supports the monitoring of Migrant and EL students, with additional assistance provided to students who are at risk due to factors such as academic difficulties, poverty, or potential dropout. Family literacy activities are also provided to encourage parents and students to engage in learning together and strengthen educational success at home.