

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 convened its annual Federal Programs/Title I Parent Meeting on August 3, 2026, at 5:00 p.m. to inform parents and families of the school's participation in Title I and to explain Title I requirements and parent rights. Information about the meeting was communicated through multiple methods, including Remind, the school website, social media, and other school-to-home communication.

During the annual meeting, school administration provided information regarding the purpose of Title I, how Title I funds and resources support student achievement, Parents' Right-to-Know provisions, opportunities for parent and family engagement, and the rights of parents to participate in decisions regarding the Title I program. Information regarding the required 1% Title I Parent and Family Engagement set-aside was also shared, including how funds are allocated and how parents may provide input regarding the use of these funds.

The Blount County Schools Federal Programs Advisory Committee, which includes representatives from each school's CIP team, meets during the school year to review needs assessments, Title I plans, parent and family engagement requirements, and applicable set-asides. Parent and family engagement funds are coordinated at the district level and distributed to schools based on established district procedures and identified needs.

Parents attending the annual meeting were provided with written information summarizing the Title I program, parent rights, and opportunities for involvement. Parents were given opportunities to provide feedback, comments, complaints, and suggestions regarding the Title I program and the use of parent and family engagement funds. Parent feedback is collected and considered by the school and CIP Team when reviewing and revising the schoolwide plan, Title I program, and parent and family engagement activities.

Parents are encouraged to remain actively involved throughout the school year through volunteer opportunities, PTSO activities, Parent Advisory Committee activities, school events, conferences, and other opportunities for meaningful engagement. LFES uses parent input as an important component of its continuous improvement process and works to ensure that families understand their rights and have meaningful opportunities to participate in decisions affecting their children's education.

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.

Locust Fork Elementary School provides parents and families with a variety of opportunities, formats, and times to participate in school and Title I activities. The school recognizes that families have different work schedules and responsibilities and provides multiple opportunities throughout the year for meaningful parent and family engagement.

The Parent Teacher Student Organization (PTSO) holds meetings monthly and welcomes parents, students, teachers, staff, and community members. Meeting times are intentionally varied to accommodate working parents and other family schedules. Most meetings are held at 6:00 p.m., while some are scheduled immediately after school.

Parent-teacher conferences are also provided on an ongoing basis throughout the school year. Rather than having one designated conference day, teachers schedule conferences with parents during their planning periods as needed. This flexible approach allows teachers and families to meet at mutually convenient times to discuss academic progress, individual student needs, goals, interventions, and supports.

At the district level, the Parent Advisory Council provides input into the planning and implementation of the District Parent and Family Engagement Program. The council assists with the development and review of the Parent and Family Engagement Plan and policy, reviews results from the Annual Parent Survey, and provides recommendations for strengthening family engagement. Parents are also given opportunities through the Annual Parent Survey to indicate their interest in serving on local and/or district planning committees. Survey results and parent comments are shared with school leadership and considered during the CIP/ACIP planning and continuous improvement process.

Parents are provided multiple avenues to provide input regarding the Title I program, including participation through parent representatives, the school office, the school website, surveys, meetings, and direct communication with school personnel. Parent feedback is considered when reviewing and improving the Title I program and schoolwide plan.

When appropriate and allowable, Title I parent and family engagement funds are used to remove barriers to participation and provide materials or resources that support parent involvement. Funds are also budgeted for communication and materials for families, including materials mailed to parents of students receiving special education services. The school and district work to ensure that parents have meaningful opportunities to participate regardless of work schedule or other circumstances and that families are informed, welcomed, and supported as partners in their children's education.

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).

Locust Fork Elementary School provides multiple opportunities for all Title I parents and families to participate in the planning, review, and improvement of the Title I Program and the school's overall continuous improvement process. Parent input is considered an important component of decision-making and is used to identify needs, evaluate current programs and services, and determine areas for improvement.

Parents are provided access to the Blount County School System's District Parent Involvement Plan and Policy, Parents' Right-to-Know information, and additional parent support resources through the district website. Feasible documents are provided in both English and Spanish. A copy of the District Parent Involvement Plan is also included in each student's registration packet at the beginning of the school year. Parents receive the Blount County School System Student Code of Conduct Handbook, which provides information regarding school procedures, expectations, and responsibilities for students and parents.

LFES provides parents with ongoing opportunities to provide input and participate in decision-making. Parents may participate through the school's Parent-Teacher-Student Organization (PTSO), the District Parent Advisory Council, parent surveys, school committees, parent conferences, meetings with school personnel, and other school and district planning opportunities. PTSO meetings are held monthly and are open to parents, students, teachers, staff, and community members. Meeting times are varied, with most meetings held in the evening and some immediately after school, to provide opportunities for working and non-working parents to participate.

The District Parent Advisory Council provides parents an opportunity to participate in the planning and implementation of the District Parent Involvement Program. Parents also have an opportunity to express interest in serving on school or district planning committees through the Annual Parent Survey. Survey results are reviewed and summarized, and parent comments are provided to the principal for consideration during ACIP planning and decision-making. Parents may also provide input through the school website, school office, PTSO, meetings with school personnel, and direct communication with the principal or other administrators.

Parents are kept informed about their child's academic progress, curriculum, assessments, interventions, and opportunities for support through progress reports, assessment reports, letters, calendars, student agendas, the school website, conferences, and individual communication with teachers and school personnel. Parents are encouraged to maintain current contact information in PowerSchool so that the school can provide timely communication regarding school events, closures, assessments, and other important information. Parents may meet with classroom teachers, administration, the school counselor, instructional coaches, special education staff, gifted education staff, or other appropriate personnel to discuss their child's academic, behavioral, or social-emotional needs.

Parent input is also incorporated into the review and improvement of Title I services through assessment results, parent survey feedback, participation in committees and meetings, and communication regarding individual student needs. The school reviews this information along with student achievement and other school data when developing and evaluating the ACIP and determining priorities for Title I services and resources.

Because parent and family engagement opportunities are already well established through school and district activities, Title I parent involvement funds are used to support communication and engagement needs, including materials mailed to parents of students receiving special education services when appropriate. LFES will continue to seek meaningful parent input and provide accessible opportunities for all Title I parents to participate in decisions that affect the Title I Program and their children's education.

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

For the 2026–2027 school year, Locust Fork Elementary School has allocated \$1,483.37 in Title I funds for parent and family engagement. These funds are used to provide resources and communication tools that strengthen the school's partnership with parents and increase their ability to participate in their children's education.

Funds are used to purchase non-instructional supplies, parent resources, postage for printed materials and mail-outs, and communication folders that help ensure important school and Title I information reaches families in an organized and accessible manner. These resources support ongoing communication regarding student progress, assessments, interventions, school programs, meetings, and opportunities for parent involvement.

The school also supports the use of Remind as a communication tool for teachers and families. Remind provides a convenient way for teachers to communicate timely information with parents and allows parents to ask questions and stay connected regarding their child's education, assignments, reminders, and school activities.

Title I parent and family engagement funds are used to remove communication barriers, provide families with needed information and resources, and create meaningful opportunities for parents to remain informed and actively involved in their children's academic success. The school reviews parent needs and feedback when determining how these funds can best support effective parent and family engagement.

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))

Locust Fork Elementary School provides parents of participating Title I students with timely, consistent, and understandable information regarding the Title I Program, curriculum, academic assessments, student achievement expectations, and opportunities for parent participation. Information is communicated through multiple methods to ensure that families have access to information in a format that is convenient and accessible to them.

Each year, LFES holds an annual Title I Parent Informational Meeting to explain the school's Title I status, the Title I Program, services provided to students, parent rights, and opportunities for parent and family involvement. The school's Continuous Improvement Plan (CIP) is developed by a team that includes educators, administrators, and parents and is based on student achievement and school data. The CIP is made available to parents through the school website, distributed electronically through Remind, and available in paper form in the school office upon request.

Parents receive information about the curriculum and instructional programs used at LFES, including the standards and skills students are expected to master at each grade level. Information regarding academic assessments, including assessment purposes, student performance, and achievement expectations, is communicated through assessment reports, progress reports, teacher communication, conferences, letters, the school website, Remind, and other appropriate communication methods. Parents are provided information about their child's academic progress and, when applicable, interventions and additional supports being provided.

LFES provides information in a uniform format and makes reasonable efforts to communicate with families in a language they can understand. Feasible district and school documents are provided in English and Spanish, and interpretation or translation support is available when needed to ensure that language does not prevent parents from understanding information or participating in their child's education.

Parents are encouraged to provide feedback and participate in decision-making throughout the school year. Opportunities include the annual Title I meeting, parent surveys, PTSO meetings, parent-teacher conferences, individual meetings with teachers and administrators, email and phone communication, and participation in school and district committees. Parents may request additional meetings with school personnel at any time to formulate suggestions, discuss their child's educational needs, and participate, as appropriate, in decisions related to their child's education.

Through these multiple communication and engagement opportunities, LFES ensures that parents of Title I participating students are kept informed and have meaningful opportunities to provide input into the Title I Program, the school's

continuous improvement efforts, and decisions affecting their children's academic success.

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))

Locust Fork Elementary School recognizes that improved student achievement is a shared responsibility among students, parents, teachers, and school staff. The School-Parent Compact outlines the responsibilities of each stakeholder and establishes a shared commitment to supporting student academic success.

The School-Parent Compact is reviewed annually with Title I parents, school staff, and students as part of the school's Title I parent informational process. Parents are provided an opportunity to review the compact, provide feedback, make suggestions, and participate in decisions regarding the expectations and responsibilities outlined in the compact. Input may also be provided through parent surveys, PTSO meetings, parent-teacher conferences, email, phone communication, Remind, and other opportunities for parent engagement throughout the school year.

The compact is used as a tool during parent-teacher conferences and other parent meetings to help parents, students, and teachers understand their shared responsibilities for improving student achievement. Teachers discuss academic expectations, student progress, needed supports, and ways that parents and students can contribute to continued growth.

The School-Parent Compact is reviewed annually and updated as needed based on feedback from parents, students, and school staff, as well as student achievement data and the needs identified through the school's Continuous Improvement Plan. Parent feedback regarding school programs and parental involvement is collected throughout the year through surveys, the school website, Facebook, Remind, meetings, conferences, and direct communication with school personnel.

Through this ongoing process, LFES ensures that the School-Parent Compact remains a meaningful document that reflects the shared commitment of students, families, teachers, and school staff to provide the support, communication, and academic expectations necessary for every participating Title I student to achieve success.

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

Locust Fork Elementary School provides multiple opportunities for parents to submit comments, concerns, suggestions, or expressions of dissatisfaction regarding the Continuous Improvement Plan (CIP). The school values parent input

and uses feedback as part of the ongoing review and improvement of the schoolwide program.

The Annual Parent Survey includes questions regarding the school's Continuous Improvement Plan and provides parents an opportunity to make suggestions, identify concerns, or express satisfaction or dissatisfaction with the school's goals, strategies, and programs. Survey results and written comments are reviewed by school administration and considered as part of the school's continuous improvement and planning process.

The Continuous Improvement Plan is also made available to parents through the school website, where parents have an opportunity to provide comments or feedback. Parents who do not have internet access may submit comments or concerns directly through the school office, by phone, in writing, or through a meeting with the principal or other appropriate school personnel.

Parents may also communicate concerns regarding the CIP through parent-teacher conferences, PTSO meetings, email, Remind, phone calls, or individual meetings with school administration. Parents are encouraged to communicate concerns as they arise rather than waiting for the annual survey.

All parent comments and concerns are reviewed by school administration and, when appropriate, shared with the Continuous Improvement/ACIP team for consideration. Feedback is used to evaluate the effectiveness of current goals and strategies and to determine whether revisions or additional actions are needed. This process ensures that parents have a meaningful opportunity to express dissatisfaction and participate in the ongoing review and improvement of the school's Continuous Improvement Plan.

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 families and to support a strong partnership among the school, parents, and the community in improving student academic achievement, Locust Fork Elementary School will build parent capacity through ongoing communication, meaningful opportunities for participation, and resources that help families support learning at home.

The school will provide parents with materials, information, and training to help them understand their child's academic needs and support achievement at home. Parents receive information regarding student performance on assessments such as AimswebPlus, iReady, ESGI, ACAP, and other classroom and progress-monitoring measures. Assessment results and progress information are communicated to families in a format that helps parents understand their child's strengths, areas of need, and progress toward grade-level expectations. Parents are encouraged to contact teachers, the school counselor, instructional staff, or the principal with questions and to participate in meetings regarding their child's academic progress and intervention needs.

LFES will continue to promote student ownership of learning by teaching students, particularly in the upper grades, to review and analyze their own assessment results, establish individual academic goals, and monitor their progress. Students are encouraged to share this information with their parents, creating an additional opportunity for families to engage in conversations about learning and achievement.

Progress reports are provided approximately every 4½ weeks to keep parents informed of grades and academic progress. Parent communication folders/binders are used to provide regular communication between school and home. Parent-teacher, counselor, and administrator conferences are scheduled throughout the year as needed to discuss academic achievement, attendance, behavior, interventions, individual student goals, and other student needs.

LFES will also provide targeted opportunities for parents to understand literacy expectations and intervention requirements. Parent literacy meetings for Pre-K through 3rd grade will provide information regarding the Alabama Literacy Act, foundational literacy development, and ways parents can support reading skills at home. Parents of students with a Student Reading Improvement Plan (SRIP) are invited to participate in meetings where the school provides information, resources, and materials for home practice. The SRIP establishes a shared commitment among the parent, teacher, and school to provide additional support and monitor the student's reading progress.

Parents will be encouraged to become equal partners by participating in PTSO, the District Parent Advisory Council, parent surveys, school meetings, conferences, committees, and other opportunities to provide input into school and Title I planning. Parent feedback, concerns, and suggestions will be reviewed and considered as part of the school's continuous improvement process.

Through these efforts, LFES will strengthen the partnership among families, students, teachers, and school staff. The goal is for parents to have the knowledge, resources, and confidence needed to actively participate in decisions affecting their children's education and to support academic success both at school and at home.

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.

To ensure effective involvement of parents and families and to support a partnership among the school, parents, and the community to improve student academic achievement, Locust Fork Elementary School will build the capacity of teachers, office personnel, and other school staff to effectively engage families as equal partners in their children's education.

Staff members will be encouraged to recognize and value the knowledge, perspectives, and contributions that parents bring to their children's education. Teachers and staff will work to establish positive, two-way communication with families and will provide parents with meaningful opportunities to ask questions, share concerns, provide input, and participate in decisions related to their child's academic, behavioral, and social-emotional needs. Staff will continue to share best practices, discuss challenges, and develop effective strategies for communicating with and engaging parents.

LFES will provide parents with resources that allow them to reinforce learning at home. These resources may include IXL Learning, reading passages, supplemental review materials, digital resources, and activities available through the school website that reinforce grade-level skills taught in the classroom. Teachers will communicate specific skills and areas for improvement so that parents can better understand how to support their children at home.

Student achievement data will also be used as a tool for building parent capacity. Assessment information from AimswebPlus, iReady, ACAP, classroom assessments, and progress monitoring is communicated to parents so they can understand their child's strengths, areas of need, and progress. Parents are encouraged to ask questions and meet with teachers, the counselor, instructional staff, or administration when additional explanation or support is needed. Students in the upper grades are also taught to analyze their own assessment results and establish academic goals, allowing them to participate in meaningful conversations with their parents about their learning.

LFES will gather parent perspectives through the Annual Parent Survey, Title I Parent Survey, PTSO meetings, parent conferences, the District Parent Advisory Council, school meetings, and other opportunities for parent input. Survey results and parent comments are reviewed by school administration and considered during the

continuous improvement and planning process. This feedback helps the school identify parent needs and improve communication, engagement, and services.

The school will continue to encourage parents to become equal partners by providing opportunities for them to participate in their child's education both at home and at school. Parents will be encouraged to monitor academic progress, support individual student goals, participate in intervention and progress-monitoring discussions, attend meetings and conferences, provide feedback, and collaborate with school personnel to determine appropriate supports for their children.

Through ongoing staff collaboration, parent communication, professional learning, accessible academic resources, and opportunities for meaningful parent input, LFES will continue to strengthen a school culture in which families and school staff share responsibility for student 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.

To the extent feasible and appropriate, Locust Fork Elementary School will coordinate and integrate parent and family engagement activities with Title I and other federal, state, district, and community programs to encourage and support parents in becoming active partners in the education of their children.

LFES will maintain a welcoming and respectful school environment in which parents and families feel comfortable communicating with teachers, administrators, counselors, and other school personnel. Staff members are expected to communicate with families in a professional, respectful, and supportive manner and to recognize parents as important partners in improving student achievement.

The school will coordinate parent and family engagement efforts with district Federal Programs through the District Parent Liaison and the District Parent Advisory Council. The Parent Advisory Council is comprised of parents from Title I schools throughout Blount County and provides parents with opportunities to participate in the planning, review, implementation, and evaluation of the LEA

Parent Involvement Plan. LFES will encourage parents to participate in these district-level opportunities as well as school-level activities.

At the school level, PTSO provides an additional avenue for families to participate in the school community and support student learning. PTSO works with the school to help provide needed classroom materials and equipment that enhance instructional opportunities for students. Parents are also encouraged to participate in school programs, volunteer opportunities, community outreach, meetings, surveys, conferences, and other activities that support student success.

LFES will provide parents with resources and opportunities to support learning beyond the school day. Online and supplemental resources such as IXL Learning, reading materials, and other instructional activities allow parents to reinforce skills being taught in the classroom. Parents of students receiving additional academic support, including students with Student Reading Improvement Plans (SRIPs), are provided opportunities to receive information and resources to help reinforce foundational reading skills at home.

Parent feedback will be used to strengthen and coordinate family engagement efforts. The Annual Parent Survey and Title I Parent Survey provide opportunities for parents to share their opinions, identify needs, make suggestions, and provide feedback regarding school practices and parent involvement. Administration will review survey results and comments and use this information, along with input received through meetings, conferences, PTSO, the District Parent Advisory Council, and direct communication, to inform continuous improvement planning.

Through coordination of these programs and opportunities, LFES will continue to build meaningful partnerships with families and provide parents with the information, resources, and opportunities needed to participate more fully in their children's education.

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.

To ensure that all parents and families have meaningful access to information about school and parent programs, meetings, activities, and their children's education,

Locust Fork Elementary School will provide communication in a format and, to the extent practicable, in a language that parents can understand.

LFES will work with the Blount County Schools ESL/Migrant Home-School Liaison and district translation/interpreter services to support communication with families whose primary language is not English. The district provides translation and interpretation support for school communications, parent meetings, conferences, IEP meetings, disciplinary meetings, and other situations in which language assistance is needed. The district's bilingual Home-School Liaison is also available to assist families with questions, conferences, and communication between home and school.

Teachers and staff will use available translation resources, including Google Translate and other approved digital translation tools, when appropriate and needed to communicate with parents. The parent communication platform Remind also provides translation accessibility for non-English-speaking families. Teachers working with English Learners have access to digital translation tools to support communication with students and parents.

To the extent practicable, important school and parent information will be provided in English and Spanish and translated into other languages when needed and feasible. This includes information such as parent involvement materials, handbooks, policies, newsletters, informational flyers, surveys, registration and health-related information, and other school communications. The District Parent Involvement Plan and other required parent information will be made accessible in accordance with district translation practices.

LFES will also make information available through multiple communication methods, including Remind, the school website, printed materials, phone calls, email, meetings, conferences, and direct communication with school personnel. Parents who do not have reliable internet access may obtain information and submit questions or comments through the school office.

The school will make every effort to ensure that language or communication barriers do not prevent parents from participating in their children's education. Parents will be encouraged to request interpretation or translation assistance whenever needed so that they can fully understand information regarding academic achievement, assessments, interventions, school programs, parent involvement opportunities, and their rights and responsibilities.

Through these practices, LFES will provide equitable access to school information and ensure that language differences do not limit a parent's ability to communicate with the school, participate in decision-making, or serve as an equal partner 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.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Locust Fork Elementary School will provide reasonable support for parental and family engagement activities requested by parents and will provide multiple opportunities for parents to become active, equal partners in their children's education.

Our PTSO serves as an important avenue for communicating school functions, needs, and opportunities to parents and the community. Parents are encouraged to volunteer and participate in schoolwide activities and events such as the Color Run, Grandparents' Day, school dances, duty-free lunches, and other school activities. Parents are also invited and encouraged to attend field trips, student goal celebrations, parent-teacher conferences, award days, and other opportunities that allow them to celebrate and support their child's academic and personal growth.

LFES will provide flexible opportunities for parent participation whenever possible so that working parents and families can participate in school activities and meetings. Information and invitations will be communicated through multiple formats, including Remind, social media announcements, flyers sent home in parent communication folders, the school website, phone calls, email, and direct communication from teachers and school staff. When appropriate and practicable, communications will be translated or interpretation support will be provided so that language is not a barrier to meaningful family participation.

Parents will also be encouraged to communicate regularly with teachers and school staff, monitor student progress, participate in conferences and goal-setting activities, and work with the school to address academic or other student needs. Through these opportunities, LFES will continue to build a culture in which parents are welcomed, their contributions are valued, and families are viewed as essential partners in improving student achievement and supporting the whole child.

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))

Locust Fork Elementary School will ensure that all parents and family members have meaningful opportunities to participate in their children's education and in school activities, regardless of language, disability, or migratory status. The school will provide school information, student progress reports, assessment information, meeting notices, and other required communications in a format and, to the extent practicable, in a language that parents and family members can understand.

For parents and family members with limited English proficiency, LFES works with the Blount County Board of Education ESL/Migrant Home-School Liaison and district translation and interpretation services. Spanish-speaking translators/interpreters and sign-language interpreters are available through the district to assist families in understanding school information and participating in meetings and activities. The Migrant Home-School Liaison provides interpretation and support for parent-teacher conferences, IEP meetings, school functions, and other school-related activities. Official written materials, including parent compacts, student handbooks, parent involvement information, flyers, and other important communications, are translated as needed. Teachers may also use Google Translate and approved digital translation tools, including digital translators provided for staff working with EL students. Remind and other school communication platforms provide translation accessibility when available. Student progress information, report cards, and other important school communications are provided in Spanish or other languages when needed and practicable.

For parents and family members with disabilities, Locust Fork Elementary School provides accessible facilities and reasonable accommodations to support participation in school activities and meetings. School facilities are handicap accessible, including the lower elementary building and elementary gym. The elevator and newly constructed sidewalks provide accessible access to the lower elementary building and gym. When additional accommodations are needed, the school works with families to determine appropriate ways to support communication and participation, including phone communication, individual meetings, and other reasonable arrangements.

For migratory families, LFES works with the Blount County Board of Education Migrant Home-School Liaison to address barriers to communication, participation, attendance, and access to educational services. The liaison assists families with interpretation, communication, school events, conferences, and other services as needed and helps connect families with available school and community resources.

LFES also provides multiple avenues for families to receive information and participate, including Remind, social media announcements, flyers, phone calls, email, the school website, parent-teacher conferences, PTSO meetings, school events, and individual meetings with teachers and administrators. Parents who need assistance accessing information or participating in meetings are encouraged to contact the school so appropriate support can be arranged.

Through these practices, Locust Fork Elementary School will continue to remove barriers to family participation and ensure that parents and family members—including those with limited English proficiency, disabilities, or migratory status—have meaningful opportunities to understand school information, monitor student

progress, participate in decisions, and partner with the school to support student achievement.