

Parent and Family Engagement 2026-2027

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% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

A face to face meeting will be held in the first month of the school year in order to review the Title I presentation, which includes requirements as mentioned above. The compacts are sent home the first week of school.

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.

During the first nine weeks, a parent night will be held and the beginning of the year Title I parent meeting will be held as a part of this.

During each following nine weeks, parent engagement activities will be held. Some will be during the school day while others will be in the evening. In addition, partnership with Graces of Gurley will be utilized to ensure there is child care and food for participants of the events.

Teachers are required to make a positive phone call home in the first month of school.

The school also provides opportunities for student showcases which are held during the day and informational activities such as conferences and "popsicles on the playground" which is a time for teacher, coaches, and admin to address 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).

An ACIP parent committee will be established, and the proposed goals and current data will be shared with this team. The Title I ACIP goals will be available in the front office for parent review. Parent surveys are distributed in the spring to gather input for decision making. These surveys were analyzed in making decisions for this school year.

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

We will purchase any needed materials for families to use for reading and math at home. In addition, materials will be purchased for kindergarten welcome packets. Parent involvement money will also be used for parent communication folders and envelopes and stamps to mail welcome back letters.

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))

All communications are sent home in the family's first language. Resources from the district office are used for translation purposes. Weekly communication with parents through BB Comm, SMORE newsletter, school website, and social media outlets. Teachers also send home weekly newsletters in the take home folders and the weekly school smore.

Back to school night will include information about curriculum, academic assessments, and achievement expectations. In addition, all state required meetings regarding RTI, SRIPS, and retention will be held in person.

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 guiding coalition and select parents reviewed and revised the school compact, then the revisions were given to the ACIP Committee for final revisions before being sent to print.

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

Parents are offered the opportunity to participate in a Title I Parent survey. Also, if there are concerns, they may contact the principal or assistant principal to discuss concerns. The administration is also available at each parent engagement event.

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- 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:

- 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 are all invited to complete the annual parent survey to give input. Administrators and teachers work to have clear lines of communication and offer opportunities for involvement. Volunteers are solicited to help with events like book fair, immunization days, etc as well as daily operations like assisting with copies, lunch duty, and library needs.
- Parents are invited to quarterly parent involvement events at the school. If a student in K-3 is showing difficulty with reading, parents are invited in for a Student Reading Intervention Plan meeting, and are contacted monthly for an update on their child's progress.
- On our reading and math nights, parents will receive materials as needed to support their children at home with learning.
- Kindergarten parents are also offered sight word assistance and phonics books to read with children at home to support the practice of 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:

Will 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.

MCES will continue to work with its teachers through in-services, the PLC process, faculty meetings, and grade-level meetings to ensure understanding of the importance of parental involvement. All staff members are expected to welcome parents to the school as appropriate, and to work to meet parents' needs for their children. In addition, teachers will prepare and lead specific selections of the parent presentations and discussions. Parent involvement opportunities include family nights, open house, field trips, athletic events, and other special events. MCES is a 21st Century Learning Center grant recipient in cooperation with the CARE Center. As a part of this program, family nights are offered at the end of each enrichment session. Parents have the opportunity to watch their students put on performances and showcase some of the skills that were learned during the after school program. In addition, teachers are required to send home positive mail during the first month of school.

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:

Throughout the year, parents will have the opportunity to attend presentations and/or discussions on various topics including, but not limited to, reading with your child, creating a home learning environment, working as a partner with your child's teacher, and health and safety tips. Materials will be distributed to assist parents with at-home reading and math strategies. These happen in partnership with Graces of Gurley to assist with funding and resources for all parents.

A meeting will be held with teachers, office personnel, and other school staff at the beginning of the school year to talk about the importance of a positive initial interaction with parents and students. The Title I Parent Committee is also invited to provide feedback regarding family programming so that new activities will be offered to build ties between parents and the school.

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:

Will 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.

MCES coordinates its parental involvement program for all parents. MCES is a PreK-8th grade school. It is also a site-based special education school with two self contained classes for students in K-8th grade. In regard to our students who are English Language Learners, an interpreter will be provided when necessary. The school staff can also utilize "pocket talk" when working with parents who speak a different language. An English Language teacher has been assigned to MCES to support the needs of ELL students. Talking Points, Language Link, and Interpreters will be used to provide written communication in a language that is appropriate for nonEnglish speaking parents. The annual Title I meeting, school events, and individual student conferences/IEP meetings will be arranged at times convenient to parents and communicated clearly in advance. Counseling services are provided by the Enrichment Center.

The BBComm system as well as social media are used to communicate academic and extra curricular events to the school community.

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:

Will provide such other reasonable support for parental involvement activities as parents may request including resources provided through the Title I parent engagement budget.

Madison County Elementary School will encourage parents to become equal partners by providing opportunities to sign up for advisory committees and by making every effort to work with parents in meeting their requests, as related to their involvement in their children's education. Parents are able to communicate concerns, or make requests through email, phone calls, conferences, and parent notes.

A survey is also available for parents to sign up for volunteer positions related to their interests and the needs of the school.

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))

In carrying out the parental involvement requirements in this area, Madison County and Madison County Elementary School, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. Whenever possible, Madison County Elementary School will provide interpreters who are fluently bilingual to assist non-English speaking parents with verbal and written communications. Talking Points and/or other translation websites will be used to translate Federal, State, System, and school documents. Resource personnel from the Madison County School System will be available to assist with communications through Braille and sign language, as well as for non-English speaking students and parents. At this time, Madison County Elementary School has no migrant students. For our current ELL students, MCES will meet needs through an interpreter, translation programs for written communications, and/or home visits. Every effort is made to accommodate parents with disabilities. Madison County Elementary School is a handicap accessible campus.