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

At the beginning of each school year, we host parent orientation meetings. During this time, teachers go over contact information, planning hours, DOJO communication platform, expectations, etc. Parents are given an opportunity to ask questions. Parents are also invited to attend an Open House/PTO meeting/Title I meeting, where they can provide input in funding/spending.

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, childcare, or home visits, as such services relate to parental involvement.

The principal's schedule provides for parental meetings throughout the day. We also offer virtual meetings if parents are unable to attend. Parental help meetings are recorded and posted to our school website or sent home through Class Dojo. Parents are given the opportunity to meet with their students' teacher as needs arise as well as a date set aside for conferences.

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).

All stakeholders are sent a parent involvement survey each. They are encouraged to participate and make suggestions in our Title I meeting every year on how funds are used. The Federal Programs Advisory Committee Meeting is a public meeting where parents can be involved in the planning process for Title I Programs. This meeting is held at various times to meet the needs of parents and families. Suggestion boxes are located in the lobby of each school for parents, students, staff, and stakeholders to provide input.

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

Command HQ (Communication Tool); student planners are used for home-to-school communication. Student planners include weekly/monthly calendars, academic plans for the week, important notices, and communication from teacher to parent.

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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))

At CHES, we send home progress reports and teachers send weekly newsletters. Report cards and iReady diagnostic reports are sent home each grading period. Parents are invited and encouraged to attend student reading intervention plans and IEP meetings. All reports and communication is translated and provided to all families in a language that they can understand.

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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))

We have an annual meeting for our school/parent compact to discuss, review, and amend any updates that are necessary. All reports and communication is translated and provided to all families in a language that they can understand.

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

Our ACIP plan is available online at the school, and every teacher has access to a copy. All school staff are open to answering questions related to the plan. Parents can also address concerns through the surveys sent. The Continuous Improvement Plan is reviewed with the CHES Parent Committee for suggestions and revisions.

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.

We have an annual meeting for our school/parent compact to discuss, review, and amend any updates that are necessary.

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.

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.

CHES has an open-door policy for all parents and stakeholders. We want our school to be a beacon in the community. We host programs throughout the year, for which guests are invited to attend. Parents and stakeholders can call or email to set up a meeting with the teacher, counselor, or principal. CHES, through partnerships with local churches and agencies, provides meals and lunch bags to families who are in need.

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.

Our school utilizes Command HQ, social media outlets, Remind, and DOJO to deliver information for programs, meetings, and activities.

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 Colbert County School District employs an ELL highly qualified teacher that assists each school with any and all ELL students. The EL teacher provides documentation and instruction material to the family in their home language. All reports and communication is translated into a language that can be understood.

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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 Colbert County School District employs a highly qualified ELL teacher. She assists each school with ELL students and provides documentation and instruction to the family in their home language. All reports and communication is translated into a language that parents and families can understand.