



ALBERTVILLE

CITY SCHOOL SYSTEM

Parent and Family Engagement Plan 2022-2023

Title I, Part A – ESSA

The Albertville City School System, with Title I being an integral part of our PreK-12 schools, encourages parental and family engagement. Parents and families are considered vital to the strategic planning process and to its successful implementation. The Albertville City School System realizes that parents and families are the child’s first important teacher and that a parent’s and family’s continuous engagement is essential for the success of the child.

HOW CAN FAMILIES BE INVOLVED IN DECISION MAKING?

Parents and families are invited each year to review the system Title I Plan and are encouraged to make recommendations and address concerns regarding the plan. Parents and families are included in the planning process at each school when developing the school plan. All Pre-K-12 schools conduct a survey at the end of the school year to determine needs of the parents and families. Parents and families are provided methods and materials to help their child succeed.

HOW IS THE PARENT AND FAMILY ENGAGEMENT PLAN FUNDED?

The Albertville City School System provides one percent of its Title I, Part A allocation for parent and family engagement. Each school budgets this money for parent and family workshops, communication systems, newsletters, pamphlets, or other items that will improve parental and family engagement.

HOW DOES THE PARENT AND FAMILY ENGAGEMENT PLAN REMAIN COMPLIANT?

The Albertville City School System has developed a parental and family engagement policy that follows the guidelines and meets the requirements of the Every Student Succeeds Act (ESSA). The policy outlines that the school system will collaborate with parents and families to meet ESSA guidelines giving parents and families the opportunity to participate in their children’s education.

WHAT ARE ALBERTVILLE CITY’S SPECIFIC GOALS FOR FAMILY ENGAGEMENT?

The following table lists the goals, activities, responsible parties, and eventual outcomes desired.

Parent and Family Engagement Plan

SYSTEM GOAL	IMPLEMENTATION ACTIVITIES	PERSON RESPONSIBLE	DESIRED OUTCOMES
Increase the number of parents and family participating in their children’s education	Have meetings during hours parents and families are able to Attend; Invite parents and families to visit their child’s classroom & School; Conduct at least one outreach community activity each year	Federal Programs Director, principal, Federal Programs school representative, classroom teachers	More parents and families visiting the school; Strengthen teacher-parent and family relationships; Improve student achievement
Involve parents and families in the decision-making process	Have parents and families serve on school committees; Provide updates on school activities; Provide school compacts	Federal Programs Director, principal, Federal Programs school Representative, classroom teachers	Provide parents and families a voice on school operations; Keep parents and families informed
Inform parents and families of student progress	Provide midterm Reports; Provide assessment results; Use Schoolcast to provide parents and families with school information	Principals and teachers	Parents, families and the school will work together to improve student achievement and success.
Involve parents and families in assessing their children	Hold accountability meetings to explain state accountability results; Share literature concerning assessment measures with parents and families.	Principal, counselor, Federal Programs school representative, classroom teachers	Parents, families and students will understand and be at ease with test results; Teachers will enable parents and families to work on specific skills

TITLE I – EVERY STUDENT SUCCEEDS ACT PARENT AND FAMILY ENGAGEMENT POLICY PLANS AND PROCEDURES

The Albertville City School System shall:

1. Provide opportunities for parents and families of children receiving services to be involved in:
 - A. the development of the LEA Plan to help low-achieving children meet challenging academic standards and
 - B. the process of school review and improvement with regard to schools identified for school improvement;
2. Coordinate technical assistance and other support necessary to assist participating schools in planning and implementing effective parent engagement activities to improve student academic achievement and school performance;
3. Provide assistance to parents and families of children served by the LEA, as appropriate, in understanding such topics as
 - A. State academic content standards
 - B. State student academic achievement standards
 - C. State and local academic assessments
 - D. How to monitor a child's progress
 - E. How to work with educators to improve the achievement of their children
4. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental engagement;
5. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and in how to reach out to communicate with, and work with parents and families as equal partners, implement and coordinate parent and families programs, and build ties between parents, families, and the school;
6. Coordinate and integrate parent and families engagement activities with programs such as with Head Start, Reading First, Early Reading First, Even Start, and the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, that encourage and support parents in more fully participating in the education of their children.
7. 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;

8. Provide such other reasonable support for parental and families engagement activities;
9. Conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of the parent and families engagement policy in improving the academic quality of the schools served including identifying barriers to greater participation by parents and families in activities offered by the program, and use the findings of such evaluation to design strategies for more effective parental engagement, and to revise, if necessary, the parental engagement policy;
10. Encourage parental and families engagement in the activities of the schools served;
11. Provide opportunities for parents and families of children receiving services to be involved in the decisions regarding how funds reserved for parental engagement activities are allotted.

HOME-SCHOOL COMPACTS

ALL students in a Title I School-wide Program and targeted students in a Title I Targeted Assistance Program are required to complete a Home-School Compact each year. The compact will be developed and revised by the school's Title I Advisory Committee, consisting of the school administrator, teachers, and parents. The compact consists of an agreement for the parents/guardians, the student, the teacher, and the principal. Parents should read the parent section carefully, and then sign the compact. Students should read the student section and discuss its contents with their parents/guardians, then sign the compact. When completed, the compact should be returned to the child's teacher. All completed compacts should be kept by the homeroom teacher (for grades with "self-contained" classrooms) or the School Counselor (for grades with "departmentalized" classrooms) in order to be available for reference at parent-teacher conferences conducted during the school year.

PARENTS' RIGHT-TO-KNOW

Teacher Qualifications – At the beginning of each school year, every local educational agency that receives funds under Title I Part A shall notify the parents/guardians of each student that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or another provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents shall submit such requests in writing to the local school. The school will then forward the request to the Central Office, which will provide a response to the parents, send a copy to the school, and retain a copy. The response will be provided within ten (10) working days after receiving the request from the parent.

PARENT NOTIFICATION FOR LIMITED ENGLISH PROFICIENT/ENGLISH LANGUAGE LEARNERS

Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or guardian of a limited English proficient child identified for participation in, or participating in, such program of:

1. the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational needs of the child;
5. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
7. in the case of a child with a disability, how such program meets the objectives of the Individualized education program of the child; and
8. information pertaining to the parental rights that includes written guidance:
 - a. the right that parents have to have their child immediately removed from the supplemental program upon their request; and
 - b. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

BASIS FOR ADMISSION OR EXCLUSION – A child shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.