



# Parent and Family Engagement

Weaver Elementary School

Calhoun County Board of Education

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## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

## **Parent and Family Engagement**

**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))**

At the annual parent orientation meeting held prior to the beginning of the school year, the school principal will speak with parents about school programs, policies, and procedures. Donna Harbin, Assistant Principal/Title One Facilitator at Weaver Elementary School, will hold a separate meeting called the Initial Title One Meeting for parents. These meeting will be held at two different times to of the day, one in the morning and one in the afternoon, to accommodate as many parents as possible. All parents are sent an invitation, with dates and times, in the student's communicator. Information about these meetings will be on our website for parents to view. During these meetings Mrs. Harbin will discuss with parents how school-wide Title I programs work, system level resources, and her role in assisting them. Parents will also learn of their school's participation in Title I, the requirements of Title I, and parents' rights to be involved in Title I.

Allocation for parent involvement with one percent set aside is utilized for purchasing parent resource materials kept in a resource room for parents to check out to use to help their child at home. Also, daily planners are purchased for each child as a form of daily communicating with parents. Funding source is \$2300 from Title I parenting supplies.

**Describe: 1) 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; 2) 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.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))**

1)At the beginning of the school year the faculty holds an orientation night for each grade level. Parents are invited to come meet their child's teacher and receive information about the school, classroom, and teacher expectations. To accommodate the working schedules of parents, other times are available as well. In October, we hold an Open House when parents are invited to come and visit the classroom of their child to see how the year is progressing. At this event individual conferences are put on teachers' calendars for concerns that need to be addressed. These conferences are scheduled for times that are convenient for the parents. In addition, we have five to six Parent Teacher Organization (PTO) meetings each year. Parents are given information of the events happening in the school. The Parenting Resource room is open for parents to check out materials to assist their child with academic needs at home. Parents are given opportunities to schedule conferences with their child's teacher to discuss topics of interest and concern at a time that is convenient for them. The school's interventionist will conduct workshops for parents dealing with different skills based upon the grade/age of the child. Our parents also have access to the system level Parent Involvement Specialist who provides parenting workshops on varying topics.

2)Donna Harbin, Title I Facilitator, will conduct the Initial Title I Meeting where all parents are invited. They have the opportunity to serve on various committees that are discussed at the meeting at the beginning of the year. The Title I Parent Involvement Specialist at the district level will send a survey through the child's Communicator to every parent asking for their input concerning the Title I programs. Parents have the opportunity to submit views and concerns to the Federal Programs director at the Central Office. Parents also have the opportunity to serve on the Parent Advisory Counsel at the district level. They can also serve on the School-wide Planning Team and act as members of the Parent Advisory Committee. Their input is encouraged and welcomed through these formal methods as well as through verbal or written communication with teachers and administrators.

3) Allocation for parent involvement is utilized for purchasing parent resource materials kept in a resource room for parents to use to help their children. Also, daily Planners are purchased for each child as a way of communicating with parents.

**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))**

Donna Harbin will provide information concerning Title I to parents at the Initial Title I meeting. Our school has School Cast that sends information to parents quickly and the Calhoun County School System provides each parent with a curriculum guide delineating expectations for promotion for each grade level. Parents are provided with an explanation of the school's curriculum, student assessments, and student achievement expectations during the beginning of the year parent orientation, at the first PTO meeting, and during individual parent/teacher conferences. At parent request, individual conferences can be arranged with their child's teacher. Teachers are also available to address parent concerns via telephone (before school, after school, or during planning time), email, and PTO Open House. They are provided regular opportunities to review student progress through mid-term progress reports and report cards. A data PTO meeting is scheduled in October to allow the parents an opportunity to learn how to interpret the different assessment we administer throughout the school year. (ex. Scantron). Parents are also encouraged to set up a conference with their child's teacher along with their child to establish academic goals for the current year. Parents receive information about meetings and other programs offered by the school through school-wide and classroom newsletters, teacher and county web pages, and fliers posted around the school. Each week, teachers send home a school-wide communicator which contains student work, letters, and memorandums related to upcoming events. Parents are informed of this communicator at the beginning of the school year and are told to expect it every Thursday that school is in session. The daily planner is used for daily communication with the parents so information can be sent to the parent in a timely manner. Inside each planner is a yearly calendar of dates the parents need to be aware of. We have a computer program called TransAct. This is a translation system purchased by the State of Alabama for utilization by local school systems. TransAct offers a variety of school forms that can be translated in up to twenty different languages. Weaver Elementary School, together with the Calhoun County ELL teachers, provides parents information in their native language

**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))**

In the spring of 2017, Becky Cox, the LEA parent involvement specialist met with a committee of parents and teachers to revise the Weaver Elementary School Parent Involvement Policy and the School/Parent Compact. Input from this meeting was used to rewrite the 2018-2019 compact. These compacts are a commitment for school, parent, and student to share in the responsibility for improved academic achievement. They are disseminated to parents at the beginning of each school year. The School/Parent Compact is signed by the student, the parent, and the classroom teacher. School/Parent compacts are kept in individual classrooms and are utilized at parent/teacher conferences. They may be used by teachers to document phone conversations as well as attempts to reach parents that are unsuccessful. They are reviewed annually. After the data meeting, in which all parents are invited to attend, parents are encouraged to set up an individual conference with the teacher to further discuss their child's state assessment results. At this conference, the parent teacher and student will set academic goals for the child.

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

Parents of students attending Weaver Elementary School may express comments of dissatisfaction with the School Parent Involvement Policy and Plan by bringing their concerns before the Continuous Improvement Plan (CIP) committee, or if they choose, they may elect to serve on this committee and provide assistance in resolving their disagreement. Parents unable to resolve their dissatisfaction with the Policy and Plan may write or call the Federal Programs Office of the Calhoun County School System to express their concerns. Any unresolved disagreement will be noted on the Policy and Plan.

**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. (Describe)**

At the parent data meeting in October, a PowerPoint presentation is shown to parents explaining how to interpret the state and local assessment results. The results are shown in a bar graph so the parents can easily read and interpret the data. This allows the parents an opportunity to learn how to interpret the different assessments we administer throughout the school year (ex. STAR, DIBELS, Scantron Achievement & Performance). The student's home report for the Scantron for the 2017-2018 school year is given to the parent. Parents are encouraged to set up individual student conferences with the teacher. At these conferences, parents help establish academic goals for the year based on the test results. Teachers send home weekly and monthly newsletters to inform parents of what skills and objectives we will be covering. Daily planners are sent home each day to assist parents in understanding the academic performance and progress their child is making. Each student has a planner where assignments and any daily communication between parent and teacher can be recorded. Each Thursday teachers send home a school-wide communicator which contains student work, letters, and memorandums related to upcoming events. Parents are informed of this communicator at the beginning of the school year and are told to expect it every Thursday that school is in session. At mid term (every four and one half weeks) parents receive a progress report from the school specifying assignments that were given and the grade the child received. These reports are straight forward and explain the student's progress. At the end of the nine weeks, parents receive a report card. Parents are also encouraged to make a conference with their child's teacher should they have any concerns related to academic performance or behavioral issues. Teachers are required to schedule a minimum of two conferences (phone or face to face) per year with parents of students in their classroom. Notes from these conferences are recorded in the parent/teacher/student compact and given to Becky Cox at the end of the school year.

Weaver Elementary School and the LEA provide materials and training to help parents work with their children via:

- INOW Home Patrol
- AR Home Program
- School Cast to inform parents of upcoming school events
- Remind101
- Schools Facebook page

## Parent and Family Engagement

Weaver Elementary School

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- Title 1 Parent Workshops
- Publications such as the State Department School Report Card
- Newsletters
- Open House, orientation, PTO Meetings, Parent Conference Days, individual parent/teacher conferences
- Weaver Elementary School web site
- Calhoun County Schools web site
- Weekly school communicator
- Scantron, DIBELS, Workshops
- Parent Reading, Writing, and Math Nights
- Parents Resource area in the lobby of the school with brochures to assist parents in helping with homework, behavior, etc
- School wide homework planners were purchased for every student to be able to communicate with parents daily.
- Title I resource room check out with reading intervention activities
- "Make and Take" workshops conducted by Title 1
- Utilize Becky Cox, our Parental Involvement Specialist

**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 in parental involvement.)**

**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. (Describe)**

Becky Cox, the Calhoun County Parent Involvement Specialist, regularly meets with each local school administrator to reiterate the importance of involving parent's in their designated school. She details ideas that will facilitate the ties of communication between the school and parents, explains the importance of utilizing the parent/student/teacher compacts, and clarifies the local school/ parent involvement policy. To ensure that faculty and staff are cognizant of the importance of the home school connection, the local school administrators are charged with imparting this knowledge at the first faculty/staff meeting of each new school year. Mrs. Cox will visit our school and speak to the faculty concerning the resources she could provide for our parents. Mrs. Cox will also ensure the implementation of the McKinney-Vento Program (MVP). This program is designed to address the problems that homeless children and youth face in enrolling, attending, and succeeding in school. It provides services to meet the specific needs of the parents and children

**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 in parental involvement.)**

**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.(Describe)**

At Weaver Elementary, our administration, faculty, and staff strive to maintain open, positive communication and parental involvement. We do this through a variety of ways. The Calhoun County School System coordinates with our preschool programs by providing pamphlets and parenting booklets at kindergarten registration in April of each year. Parenting brochures are located in the lobby of our school with information to assist and encourage the parents to be a part of their child's education. We have a parent resource center in our school that has many resources parents can check out to take home to work with their child. Teachers send home weekly news letters to provide parents with the most up-to-date information about Weaver Elementary. School wide and grade level newsletters are sent home each month. Parent communicators are sent to parents each Thursday; these are used to inform parents of events and students' progress. We will have a Parent Resource Night so the parents can become familiar with the resource located in the parent resource room and the procedures for checking out materials. We will have Open House to inform/educate parents what is happening in their student's classroom. At each PTO meeting we will have the resource room open and available for parents. We have one Reading Interventionist who is paid with federal money. She will conduct workshops for parent dealing with different skills based upon the grade/age of the child (make and take, letters & sounds, comprehension, fluency, etc). They will eventually incorporate math interventions such as math fluency, make and take, etc

### **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 in parental involvement.)**

**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. (Describe)**

Information concerning upcoming school events, parent programs, and meetings are sent home in the child's communicator each Thursday. Parents are informed of this way of communication at the beginning of the school year and are told to expect it every Thursday school is in session. This information is produced for all parents to be able to comprehend. Many times it is printed on colored paper so it can be easily seen by the parent. The planner is utilized for daily communication with the parents so information can be sent to the parent in a timely manner. Inside each planner is a yearly calendar of important dates the parents need to be aware of. School wide news letters are sent home each month highlighting events for the upcoming month. Also each grade level sends home a newsletter to inform the parents about important information pertaining to their grade level, for example, skills to be taught and special events for their grade level. Our school has a marquee outside our school building on which school events and meeting are advertised so parents and community can be informed of things happening at our school. Our school utilizes a web page, Facebook, School Cast, and Twitter feed to inform parents of school events. Our school also has a television in the lobby to run continuous feed of school events.

If needed, we have a computer program called TransAct. This is a translation system purchased by the State of Alabama for utilization by local school systems. TransAct offers a variety of School forms that can be translated in up to twenty different languages. For our parents with ELL (English Language Learner) students, Weaver Elementary School works closely with the ELL teachers in providing parents information in a language that they can understand. Each teacher with an ELL student is trained in TransAct.

**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 in parental involvement.)**

**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. (Describe)**

At the LEA level, Becky Cox and other Federal Programs personnel are available to consider parent request for parental involvement activities. The Parent Involvement committee at the school is always open for suggestions and comments on ways that we can support parents. Parents are informed of the committee at the Initial Title I meeting at the beginning of the year. Workshops for parents through Title I are offered several times throughout the year. Our Parent Resource Center is equipped with various educational resource materials that are open and available for parents to check out. Leigh Roberts, our Parent Volunteer Coordinator, is always available to assist parents who want to volunteer in our school. We periodically send out parent surveys to determine the activities that parents find most beneficial in improving the academic achievement of their child.

**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))**

Weaver Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Weaver Elementary School works closely with the ELL teachers in providing parents with information in a language that they can easily understand. In addition, INOW web portal is provided in a number of different languages. For our foreign language parents, we can send all school forms in their native language. ESL kits have also been provided with the reading series which provides the material that the students are expected to learn in an alternative language. If needed, translators are available to sit in on parent teacher conferences to translate information for limited proficiency parents. The school system has three itinerant ELL teachers who work with our schools, students, and parents to ensure that the lines of communication are open. For parents with physical disabilities, we have an elevator in our school that will allow them to easily access their child's classroom. Our system also has a Visual Impaired and a Hearing Impaired teacher available to assist any of our parents that are visually or hearing impaired. If sign language is needed, our school counselor is an interpreter. At this time, we do not have any migrants students enrolled in our school.