



2017-2018 Parent and Family Engagement

Odenville Elementary School
St. Clair County Board of Education

Mrs. Christa S Urban, Principal
420 Alabama Street
Odenville, AL 35120

TABLE OF CONTENTS

Introduction.....	1
Parent and Family Engagement.....	2

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))

Our annual Title I meeting was publicized on our school sign, our OES webpage, our social media pages as well as through school-cast and brochures for all students. Our Title I meeting was held in September before Open House to inform parents of Title I budget and explanation of Title I. The documentation and letter provided to the parents explained all aspects of Title I, including the 1% set aside for our parent liaison, and the parent's right to be involved. Mrs. Urban will be available to assist if any Title I documents are needed for families.

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))

Through the Advanced Ed, surveys and Title I surveys, families are given an opportunity to give feedback about OES' instructional program and support services. Families are also allowed to express concerns and give suggestions for school improvement. We hold parent conferences during the school day and before and after school. We also have an annual parenting/family day. We have the option of phone conferences for those parents that cannot come to school. We have several friends of OES meetings throughout the school year that invite families to attend the school. All parents are invited to give input in the decision making process. From there, an OES committee is formed that allows families to have a say in the planning and implementation of our Title I program through surveys, family planning committees, and open door policies. One percent is set aside for Alice Brown, our local parent liaison, to give workshops for 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))

Classroom teachers send weekly communication folders and agendas each Monday. This is a communication tool between teachers and families. Translations for all documents are provided as needed with the support of the EL teacher and translator. Additionally monthly school newsletters provide school wide information related to events and academics expectations. Grade levels host student success nights in which teachers provide parents with an overview of the grade level's curriculum, grading policies, expectations and support services. Administration and the parent involvement liaison encourage parents to conference with their child's teacher. The parent involvement liaison along with involvement of the administration provides training for the staff to promote successful communication skills to parents. If there is a language barrier, the document will be translated or a translator will be provided.

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 school parent compact outlines how families, the entire staff, and the students will share the responsibility for improved student achievement and the means by which the school and families will build and develop a partnership to help our children achieve the state's high standards. The school/parent compact will be explained to the families at the beginning of each school year, within our Title I meeting. They will be asked to sign the compact signifying their commitment to working in a partnership with the school and their child to ensure a successful year. This compact will be signed by all parties and housed in the students classroom for use during conferences.

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

The continuous improvement plan is on the website for parents to read. They may also see a copy in the office. OES offers family surveys online. Also, families are encouraged to communicate either by face to face conversation, phone calls, email, remind, etc. We also send home copies of surveys for families to share their concerns. We have an open door policy at our school where families can come in and express their concerns to the staff and administration.

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 start of each school year, each teacher invites his/her families to an orientation for the new school year. Important information concerning academic standards, formative and summative assessments, and communication tools to assist families in monitoring their child's achievement is given to families through verbal information and handouts. In addition, opportunities for family involvement are discussed and encouraged during orientation. Administration and parental involvement liaison will provide training to staff that emphasizes parents as equal partners in the education of their child. Our school provides family enrichment workshop to inform families about state academic content standards and state student academic achievement standards.

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)

Our school system provides liaison who distributes materials in training to parent who may be in need of specific information regarding their child's education. The liaison is scheduled to attend all events involving families. Our school also offers family enrichment workshop where they are informed on relevant topics regarding education. Our school counselor offers a parental corner in our office where parents can check out education materials for use at home with their children. Our school websites offer tips, links, and plethora of information for family to use as well. Again, our OES school/parent compact is used to guide all stakeholders in their role as partners supporting student learning. During student success nights, teachers provide families with an overview of the grade level curriculum, grading policies, expectations and support services.

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)

We use our Friends of OES program to help families and teachers work together. We encourage teachers to reach out to parents and invite families into classrooms as volunteers and guests. We emphasize the importance of home-school connection as well as the communication between school and home. Our teachers regularly communicate with families to keep them up to date with their child's education. The system wide parent liason supports the effective involvement of families and helps to establish a partnership among the school, families and community to improve student academic achievement. The administration and parent liason work collaboratively to educate teachers, staff, with the assistance of families, in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate family programs to build ties between home and school.

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)

The LEA family involvement committee, along with the system wide parent liason, will provide advice related to family involvement through community based organizations, faith based organizations, businesses, and other reasonable support for family involvement activities.

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)

All school programs and activities are on the website, announced through weekly school cast phone calls, and listed on weekly newsletters. We strive to present all information to our families in a format that is understandable. The EL teacher and translator will provide support in translating documents/communications as needed.

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 EL teacher, translators, and special education teachers ensure the provision for participation of families with limited English proficiency, families of students with disabilities, including providing information and school reports in a format and, to the extent practicable, in a language that families can understand. Major documents are translated into the predominant language. Translators are provided for meetings. Materials are provided to help families work with their child using technology. Our predominant ethnic group has books available for checkout to use with their children. A meeting may be held for predominant ethnic group prepared by the ESOL instructor and is provided in the home language of the parents. A question answer format is used and serves to solidify the home-school connection.

The school has an elevator to provide access for persons with physical disabilities. Specially marked parking spaces are provided for persons with disabilities.

At the present time, OES does not have any migrant students.