

# Shelby County Schools

**Elvin Hill Elementary**

**Title I Program**

**Parent Information Bulletin**

**2020-2021**



**TEAM**

**Together Everyone Achieves More**

Dear Parents,

An extremely important part of a child's education is the relationship between home and school. With this in mind, we want to share with you information about our school, which is a Title I school. This booklet is to help you better understand the Title I program.

We want you to feel welcome and happy as you walk into our doors. You are your child's first and most important teacher. Working together, we can accomplish great things!

After you read this booklet, we would like for you to sign and return the last page in this booklet to your child's teacher. If you have any questions or concerns, please contact your school principal or the Federal Programs staff at the Central Office (682-7000).

Thank you for sharing your child with us. We look forward to a great year!

Elvin Hill Elementary School  
Faculty and Staff

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## **What exactly is the Title I program?**

Title I is a partnership between the federal government, the state educational agency and the local school district. It is the largest federal aid program for elementary and secondary schools. The federal government appropriates money to help schools that meet the criteria of having at least 35% of its students on the free or reduced lunch program. Each district must apply for these funds each year. The money is released to the state, and then to school districts. This money is used to:

- Identify students experiencing academic difficulties and to provide timely assistance to help these students meet the state's challenging content standards.
- Purchase/provide supplemental staff/programs/materials/supplies
- Conduct parental involvement meetings/trainings/activities
- Recruit/hire/retain Highly Qualified Teachers

There is also a 1% set-aside for parental involvement. This is a portion of the school system's allocation that is used specifically to involve parents in their child's education. You, as Title I parents, have the right to be involved in how this money is spent.

A school that qualifies for Title I can be a targeted assistance school or a schoolwide school. A targeted assistance school is one that identifies students most at-risk. The money provided to schools is then used for materials, programs, teachers, etc. for this "target" group of students.

A school can apply for schoolwide status if at least 40% of students are on free or reduced lunches. This allows schools to offer programs, teachers, and instructional materials for the entire school.

Each school that is included in the Title I program must complete a Continuous Improvement Plan (CIP) each year. This CIP must include input from parents, teachers, and other stakeholders, if applicable. Parent representatives are asked to serve on the CIP/Title I Committee each year. These parents have the responsibility to seek input from all parents, and be the liaison between parents and the committee.

The CIP consists of sections such as a needs assessment, teacher qualification, achievement goals, professional development needs, coordination of resources/comprehensive budget, and parental involvement. Each school makes this plan available to parents. We encourage you to review this document. Simply ask the school office to see the CIP or search the school's

website. If you have concerns after reading the plan, submit these to the school principal. He/she will then submit your concerns to the Title I Supervisor.

The Title I schools in Shelby County are given assistance by a Federal Programs Supervisor, Mary Cooper. Annual meetings are held at each school, as well as provide suggestions on how each school can comply with federal regulations. Mrs. Cooper will review the school's CIP, and give input on instructional issues as appropriate.

### **What are other required components of Title I?**

An annual meeting must be held to provide parents information on:

- Title I participation, its services, and parents' rights
- Requirements of Title I
- Ways in which parents can be involved
- School Compacts
- School Parent Involvement Plan
- How Title I funds are used by the local school
- Other important information

This is a stand-alone meeting to make sure that parents understand this important information. It allows you to receive information from the school principal about the entire school and is offered at least two times each fall to accommodate the schedule of working parents.

Each Local Education Association (LEA) develops a Title I Plan. Shelby County Schools has a plan in place that is evaluated and updated each year. This plan addresses student academic assessments, intervention programs, ways federal funds are used, and the system parental involvement plan. You, as a Title I Parent, have the right to be involved in the development and evaluation of the LEA Title I Plan. This plan can be viewed at

<https://www.shelbyed.k12.al.us/federal/title1.html>

Any suggestions, questions or concerns may be submitted to the Federal Programs Supervisor at [mcooper@shelbyed.org](mailto:mcooper@shelbyed.org).

A very important part of Title I is parental involvement which includes parents' rights, by law, to be involved in decisions made at the school level and district level. There are parent representatives on both the school level and district level committees that may be contacted to give input on decisions that are being made. Every school has a parental involvement plan. This plan details how the school will involve parents in decision making and activities, how parent involvement funds are used, how information and training will be provided to

parents, and how the school will build capacity in parents and staff for strong parental involvement. This plan can be found on page 20.

You will also find a copy of the District Parental Involvement Plan in this booklet on page 11. Both the local and district plan must be reviewed each year, and must include input from parents. The district committee is comprised of at least two parent representatives from each Title I school. The district policy outlines how support will be provided to schools to build capacity for parental involvement.

The Shelby County Board of Education has adopted policies pertaining to parental involvement. Copies of these are included in this publication on pages 26-28.

Parents' Right-to-Know is another component of Title I. This document states that you have the right to ask questions about the qualifications of your child's teacher. If you would like to request this information, simply send a note to your school principal, and she/he will provide this information to you. This document can be found on pages 7 - 8. Pages 9 and 10 state the information that will be sent to you.

At the beginning of each school year, you will be asked to sign a parent compact. This compact outlines the expectations for parents, students, teachers and administrators so that maximum student achievement is reached. These compacts will be specific for your child's grade level, and may be referred to during parent-teacher conferences.

Shelby County Schools conducts an evaluation of the Parental Involvement Plan each spring. All Title I parents have the right to give input during this process. Contact a school parent representative to share your thoughts on the effectiveness of the plan. The parent survey that is conducted is also a way that you may give input.

**Which schools are Title I schools in Shelby County?**

- Calera Elementary
- Calera Intermediate
- Elvin Hill Elementary
- Montevallo Elementary
- Shelby Elementary
- Vincent Elementary
- Wilsonville Elementary

### **Does Title I only support schools with elementary grades?**

No. The district Title I committee, which includes parents, teachers, and central office representation, decide how to best use Title I funds given to the district. For the past few years, this committee has agreed to focus efforts on schools with elementary grades. If the elementary grade students are well prepared and able to meet the state's academic standards, this will alleviate the need for Title I programs at the secondary level.

### **What other opportunities will be provided for parents?**

Parent workshops will be provided by your school throughout the year. Parents of kindergarten students will receive training on how to help their children at home with literacy activities. First, second, and fourth grade parents will receive training in math. If you have a topic that you feel parents would like to know more about, please give this information to your school principal.

You will be asked to attend at least one parent teacher conference during the school year. During this conference, your child's teacher will discuss your child's academic progress, as well as other important information.

Parent surveys will be distributed each year to determine the needs of parents, and to understand the most effective parent involvement strategies. The school will use these results to plan activities for this school year.

### **What if I don't understand some parts of this booklet, or have other questions?**

Please call your school principal or the Federal Programs Department at the Board of Education (682-7000). We want you to understand this important program that provides extra services for your child.

## Notice to Parents

Dear Parents,

We are pleased to notify you that in accordance with the *No Child Left Behind Act of 2001*, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria has been waived.
- 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.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please complete the top portion of the enclosed form, and return the form to your child's school. Should you have any questions, feel free to contact me and I will be happy to assist you.

Sincerely,

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Principal



## Aviso a los Padres de familia

Estimados Padres:

Tenemos el placer de notificarle que de conformidad con la ley "No Child Left Behind Act" de 2001, usted tiene el derecho de solicitar información relativa a la capacidad profesional del maestro de su hijo. Específicamente, puede solicitar lo siguiente:

- Si el maestro ha cumplido con los requisitos y criterios de certificación para los grados y materias en las que el maestro proporciona la instrucción.
- Si el maestro está enseñando bajo el estatus de emergente u otro estatus provisional mediante el cual los criterios de calificación y concesión de licencias del Estado se han omitido.
- La materia principal del título de bachillerato del maestro y cualquier otro certificado de graduación o título obtenido por el maestro, y el área de la disciplina de la certificación o título.
- Si el niño recibe servicios de parte de asistentes de maestros y de ser así, su capacidad profesional.

Si desea recibir esta información, por favor completar la parte superior del formulario que se adjunta, y devolverlo a la escuela de su hijo. Si tiene alguna pregunta, no dude en ponerse en contacto conmigo al [\(número de teléfono\)](#), y estaré encantado de ayudarle.

Atentamente

---

Director/a

**Shelby County Schools**  
**Parents Right-To-Know • Request Teacher Qualifications**

Title I, Part A, Section 1111(h)(6), No Child Let Behind Act of 2001, Public Law 107-110

I am requesting the professional qualifications of \_\_\_\_\_

who teaches my child, \_\_\_\_\_ at \_\_\_\_\_  
Child's Name (Please Print) School

My mailing address is \_\_\_\_\_  
Street (Please Print) City Zip

My telephone number is \_\_\_\_\_.

My name is \_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Signature Date

**This Section to be Completed by School/Central Office**

Date Form Received: \_\_\_\_\_ Received by: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Has the teacher met state qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches? Yes No

Is the teacher teaching under emergency or other provisional status? Yes No

Undergraduate Degree \_\_\_\_\_ (University/College)  
Major Discipline \_\_\_\_\_

Graduate Degree \_\_\_\_\_ (University/College)  
Major Discipline \_\_\_\_\_

Does a paraprofessional provide instructional services to the student? Yes No

If yes, what are the qualifications of the paraprofessional?

High School Graduate \_\_\_\_\_ (Year)  
Undergraduate Degree \_\_\_\_\_ (University/College)  
Major/Discipline \_\_\_\_\_  
College/University Credit \_\_\_\_\_ (Hours)  
Major/Discipline \_\_\_\_\_

\_\_\_\_\_  
Signature of Person Completing Form Date Returned to Parent

**Escuelas del Condado de Shelby**  
**Derecho de los Padres a Saber • Petición de Información sobre la**  
**Capacidad Profesional del Maestro**

Title I, Part A, Section 1111(h)(6), *No Child Let Behind Act of 2001*, Public Law 107-110

Estoy solicitando información sobre la capacidad profesional de \_\_\_\_\_

quien educa a mi hijo, \_\_\_\_\_ en \_\_\_\_\_  
Nombre Completo del Niño (letra de molde) Escuela

Mi dirección postal es \_\_\_\_\_  
Numero y Calle (letra de molde) Ciudad Código Postal

Mi número telefónico es \_\_\_\_\_.

Mi nombre completo es \_\_\_\_\_.  
Nombre y Apellido (letra de molde)

\_\_\_\_\_  
Firma Fecha

**Esta Sección debe ser Completada por la Escuela y/o la Oficina Central**

Fecha de Recibo del Formulario: \_\_\_\_\_ Recibido por: \_\_\_\_\_  
Nombre del Maestro: \_\_\_\_\_ Materia: \_\_\_\_\_

¿El profesor/a ha cumplido con los requisitos estatales y los criterios de concesión de licencias para los grados y materias en las que él/ella enseña?      Sí                      No

¿Está el profesor enseñando bajo el estatus de emergente u otro estatus provisional?      Sí      No

Título sin Licenciatura \_\_\_\_\_ (Universidad/Colegio)  
Disciplina Principal \_\_\_\_\_

Título de Graduación \_\_\_\_\_ (Universidad/Colegio)  
Disciplina Principal \_\_\_\_\_

¿Un asistente de maestro ofrece servicios educativos al estudiante?      Sí                      No

¿Si la respuesta es afirmativa, cual es la capacidad profesional del asistente de maestro?  
Escuela Secundaria (HS) \_\_\_\_\_ (Año de Graduación)

Título sin Licenciatura \_\_\_\_\_ (Universidad/Colegio)  
Disciplina Principal \_\_\_\_\_  
Créditos de Colegio/Universitarios \_\_\_\_\_ (Horas)  
Disciplina Principal \_\_\_\_\_

\_\_\_\_\_  
Firma de la Persona que Completa este Formulario Fecha de Devolución a los Padres

# **Shelby County Schools**

## **District-Wide Parent and Family Engagement Plan**

### **2020-2021**

#### **PART I      General Expectations**

The Shelby County Board of Education agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the engagement of all parents and families in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116 of ESSA, and each include, as a component, a school-parent compact consistent with section 1116(2)(d) of 2015 of the ESSA.
- The school district will incorporate this district-wide parent and family engagement policy into its Local Education Agency (LEA) plan developed under section 1112 of the ESSA.
- In carrying out the Title I, Part A parental engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESSA of 2015 in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents and families of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will engage the parents and families of children served in Title I, Part A schools in decisions about how at least one percent of Title I, Part A funds reserved for parental engagement is spent, and will ensure that not less than 90 percent of the one percent reserved shall go directly to the schools.
- The school district will be governed by the following statutory definition of parental engagement, and expects that its Title Schools will carry out programs, activities and procedures in accordance with this definition:

Parental and family engagement means the participation of parents and families in regular, two-way and meaningful and communication involving student academic learning and other school activities, including ensuring –

- (A) that parents and families play an integral role in assisting their child's learning;
- (B) that parents and families are encouraged to be actively involved in their child's education at school;
- (C) that parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1116 of the ESSA.

**PART II      Description of How District Will Implement Required District-wide Parental Engagement Policy Components**

**1. The Shelby County Board of Education will take the following actions to engage parents and families in the joint development of its district wide parental engagement plan under section 1116 of the ESSA:**

The district parent and families engagement liaison will develop a committee comprised of two parent representatives from each of the Title I schools. Parents will sign a sheet stating attendance, an agenda will be given to each parent, and minutes of the meeting will be taken by a member of the committee. The previous year's policy will be disseminated to parents and families for review before the committee meets. At the meeting, the plan will be reviewed, discussed and evaluated. Changes will be made according to the committee's recommendations, including parent surveys, each year.

**2. The Shelby County Board of Education will take the following actions to engage parents and families in the process of school review and improvement under section 1116 of the ESSA:**

Every Title I school has a Parent and Families Advisory Committee. Each year, this committee meets to evaluate, make recommendations, and

approve the local Title I Parent Involvement Plan. When preparing the local Title I Plan each year, at least one parent is included on every local school team. This parent(s) is given the opportunity to provide information and suggestions representing parents. All meetings are documented by sign-in sheets, agendas, and meeting notes.

**3. The Shelby County Board of Education will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:**

The local parent liaison will assist each school with implementing quality parent and family engagement programs by:

- Meeting with the local Title I committee annually and Parent Advisory Committee at least twice annually.
- Providing workshops on assessment data as requested.
- Providing resources to increase family engagement in the local schools.
- Coordinating district-wide Title I family literacy education training and family math education training. Parents attending literacy/math trainings will be given resources to take home listing specific activities they can do with their child.
- Distributing a parent survey for each school, and calculate the results. These results will be used by local school committees and by the District Advisory Committee. Parents will also be notified of these results. Information will be provided to parents based on these surveys.

**4. The Shelby County Board of Education will coordinate and integrate parent and family engagement strategies in Part A with parental engagement strategies under the following other programs: School Based Preschoolers and Head Start, by:**

- Providing the same opportunities for parents of school-based preschoolers that are provided to other parents in the local school.

- Coordinating a county-wide pre-registration day in the spring for incoming students and parents to visit and tour the school, as well as to register for the upcoming year.

**5. The Shelby County Board of Education will take the following actions to conduct, with the engagement of parents and families, an annual evaluation of the content and effectiveness of their parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental engagement activities (with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and revise, if necessary (and with the collaboration of parents and families) its parent and family engagement policies.**

- Each year the District Parent Engagement Liaison will form a committee comprised of two parent representatives from each Title I school to form the District Parent Advisory Committee.
- Contact by mail, email, or phone will be made to secure the participants of the committee.
- An invitation will be sent, along with a copy of the current District Parent and Family Engagement Plan, to each member before the annual meeting.
- In the meeting, sign in sheets, an agenda, and meeting notes will be kept.
- The plan will be reviewed by all members of the committee during the meeting, and suggestions for revisions will be discussed.
- The revisions will be made and a copy of the Plan will be sent to each committee member.
- The local District Parental Engagement Plan will be available on the Shelby County Schools' web site.
- A listing of possible barriers for parent engagement will be generated by the committee. The district liaison's role will be as a facilitator in this discussion.
- This committee will convene before the first semester break of each year.
- An additional District Parent Advisory Committee meeting will take place before the end of the second semester. At this time, further revisions will be made to the district Parent and Family Engagement Plan for the next school year as needed.

- Beginning in the 2019-2020 school year, per the Alabama State Department of Education (ALSDE), parent surveys will be completed on the eProve on-line platform. Surveys will be available in a variety of languages that parents and families can understand.

### **PART III Building Capacity for Parent and Family Engagement**

**1. The Shelby County Board of Education will build the schools' and parents' and families' capacity for strong parent and family engagement, in order to ensure effective engagement of parents and families, and to support a partnership among the schools involved, parents, families, and the community to improve student academic achievement, through the following activities specifically described below:**

- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph - -**
- **The State's College and Career Readiness Standards (CCRS)**
  - **The State and local academic assessments including alternate assessments,**
  - **The requirements of Part A**
  - **How to monitor their child's progress, and**
  - **How to work with educators**

The aforementioned information will be disseminated through:

- An annual meeting of parents and families of Title I students
- Workshops will be provided for parents throughout the year on various, relevant topics. These workshops are based on specific school needs and parent survey results.
- In conjunction with the ALSDE's Parent Visitation Month held in October, local schools offer various workshops associated with academics, assessments, and tests used at elementary and secondary levels. During the 2020-2021 school year elementary schools will use the following formal assessments: AlaKids beginning the year assessment for all Kindergarten students; iReady reading and math, K-5, administered three times a year; ACAP Summative, grades 2 - 5, reading and math; ACAP, 4<sup>th</sup> grade, science; Houghton Mifflin Harcourt, Kindergarten – grade 5, math for each math module taught. The ACAP Summative assessment is also used in grades 6 – 8. Grades 6 – 12 will use iXL for English Language Arts and math. High schools will administer



the PreACT in grade 10, the ACT in grade 11, and ACT WorkKeys in grade 12. Grades 9 – 12 will also use Scantron's Performance Series for English Language Arts and math. K-12 English Language learners use ACCESS testing.

- Schools offer a Meet the Teacher Night or Open House to discuss classroom policies, teacher conferences, and strategies to help their children at home.
- Progress updates will be sent home to parents. These updates will give information related to the CCRS for every subject for the designated period of time.
- All parents of Title I students will participate in a parent-teacher conference at least once annually. These conferences will be provided at differing times, according to needs of the parents. Before school, afternoon, and late afternoon conferences will be offered as necessary to accommodate parents' schedules.
- Information will be provided about progress monitoring and how it occurs throughout the year.

**B. The school district will, with the assistance of its schools, provide materials and training to help parents and families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental engagement, by:**

During the 2020- 2021 school year, parents of Title I schools will be given the opportunity to participate in literacy and math events. Beginning literacy resources will align with the Alabama College and Career Ready Standards. Literacy resources will have activities for the parent and child to do together at home. The math resources will align with concepts found in the State College and Career Ready Standards and taught through AMSTI and will provide school-home extensions as well.

The district provides a link on the Shelby County Schools' web page under Student and Parent Resources to the Parent Institute newsletter, *Helping Children Learn*; it includes parenting tips and strategies and is available in both English and Spanish. Links to other web sites for parents are also included on the district web page under the Technology home page. Local schools will offer workshops at various times on literacy, math and technology as needed and appropriate.

The district began a Family Engagement Academy (FEA) in the fall of 2015-2016. The academy will be held every other year. Each FEA session will focus on a topic to support family engagement and student

success. The FEA focuses on topics that support family engagement and foster student learning success. Each session provides opportunities for participants to reflect and to talk with other families about relevant issues as well as ways to take the information to their respective communities. During each session, participants receive a resource and information about how to use it to successfully engage their children in learning. In addition, each session will provide opportunities for families to talk with other families about current issues and ways to take the information back to their respective school communities.

**C. The school district will, with the assistance of its schools and parents and families, educate its teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent and family programs and build ties between parents and families and schools, by:**

- Each year, Title I schools ask their parents to complete a survey. This survey includes a space in which parents and families can write: workshop topics that they would like to see offered; a preferred time of day to participate in workshops and; indicate how the school system can effectively plan family engagement activities.
- A monthly newsletter, Helping Your Child Learn, is posted on Shelby County Schools' website under Student and Parent Resources; it is available in both English and Spanish. This subscription is purchased by Shelby County Schools from the Parent Institute.
- New teacher orientation includes a segment about effectively communicating with parents and families.
- The district liaison provides materials to principals about various parent and family topics.
- Materials/resources/information about various parent engagement topics are provided to PTOs or other parent and family groups as requested.

**D. The school district will, to the extent reasonable and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Reading First, Early Reading First, Even**

**Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs, and conduct other activities, such as parent and family resource centers, that encourage and support parents and families in more fully participating in the education of their children, by:**

- Each school will make family resources available in a location that can be readily accessed by parents and family members. Materials provided in this area can include pamphlets, books, videos, and other media on parenting topics such as: appropriate discipline; ADHD; social-emotional learning; the needs of various learners such as gifted and students with special needs and; other topics that families list of interest on the parent and family survey.
- Preschool students housed in local school buildings will be included in all activities involving parents and families as parents of students enrolled in school are.
- There are Head Start sites in some of the Title I communities in our county. The local schools close to these sites will include students and families, to the extent feasible, in parent engagement activities.
- The HIPPY (Home Instruction for Parents of Preschool Youngsters) program is offered to parents of 3 – 4 year olds in Calera, Columbiana, Montevallo, Shelby, Vincent, and Wilsonville areas.

**E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents and families of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the family can understand:**

- Parent and family surveys are made available in both English and Spanish.
- Information may be translated as needed by the Shelby County ESL Department.
- Interpreters are provided for meetings as needed for parents that do not speak English.
- Materials will be provided in an understandable format.
- Local schools hold ESL parent and family information sessions. Information is given to parents and families on various topics, and parents are given an opportunity to ask questions and provide input.

## **PART IV      Adoption\***

The District-wide Parent and Family Engagement Plan has been developed jointly with, and agreed on with, families of children participating in Title I, Part A programs, as evidenced by meeting agenda and sign-in sheets.

This plan was originally adopted by the Shelby County District Advisory Committee on April 4, 2006 and will be in effect until such policy is amended by this Committee. It is updated annually in collaboration with the Parent Advisory Committee. The school district will distribute this policy to all parents of participating Title I, Part A children during the fall of the 2019-2020 school year; it will also be posted on the Shelby County Schools' web site.

\*This plan is in effect during the 2020-2021 school year unless it is superseded by regulations enacted due to the COVID-19 pandemic.

Amended 11-15-06  
Amended 5-14-08  
Amended 5-15-09  
Amended 5-18-10  
Amended 10-26-10  
Amended 5-12-11  
Amended 11-8-11  
Amended 5-2-12  
Amended 5-9-13  
Amended 5-15-14  
Amended 4-28-15  
Amended 4-26-16  
Amended 5-2-17  
Amended 5-17-18  
Amended 11-14-18  
Amended 11-14-19  
Amended 07.22.20

**Elvin Hill Elementary School  
2020-2021  
Parental Involvement Policy**

**Parental Involvement:**

**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 to be involved.**

Elvin Hill Elementary School will provide two separate presentations of the Annual Meeting in September. Parents will be informed of the meetings through email/ListServ, the marquee outside of the school, PowerPoint Announcements on the television in the front lobby, and newsletters. A PowerPoint presentation provided by the State Department of Education will be used to educate parents on aspects of the Title I program with an emphasis on parental rights.

The purpose of the annual meeting of parents of Title I students is:

- Informing parents of the school's participation in Title I
- Explaining the requirements of Title I
- Explaining the rights of parents to be involved

The topics covered in the PowerPoint are as follows:

- What does it mean to be a Title I school?
- What is the 1% Set-Aside for parental involvement?
- What is the LEA Title I Plan?
- What is the LEA Parental Involvement Plan?
- What is a CIP?
- What is the School-Parent Compact?
- How do I request the qualifications of my child's teacher(s)?
- How will I be notified if my child is taught by a teacher who is not Highly Qualified?
- How is the Annual Evaluation of Parental Involvement Plan conducted?
- How can I be involved in all of the things I'm learning about?

**Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.**

Elvin Hill Elementary will provide a flexible number of parent meetings offered at multiple times in order to accommodate a variety of parent schedules. The annual meeting will be offered in the morning and in the evening. In addition, a variety of parenting workshops will be offered throughout the day on our parenting day in October. Additional opportunities for parents to be involved at night will take place throughout the year in the form of other parent meetings/events. A parent is included on the Title I committee that represents parents of Elvin Hill students and on the leadership team. All Title I parents are surveyed annually. Our parent advisory committee meets in May to evaluate the parent involvement plan and discuss needed improvements to the Title I Program. This committee also determines the allocation of parent involvement funds. These funds purchase parenting materials which includes: parenting pamphlets, parenting communication supplies, copies, etc. These funds also cover the cost of postage for parent letters and the printing of communicative materials necessary to inform and educate parents about school events and the parenting resources that are available. Communication is emphasized through parent/teacher conferences, progress reports, report cards, and the school handbook. Weekly communication is maintained through weekly folders/binders which includes classroom newsletters and school information. Daily communication with parents is also used through daily folders that contain homework, study information and/or student planners. Translators are provided as needed for parents of ELL students. A Title I handbook is provided to parents which provides detailed information about the Title I program. The handbook also includes the District-wide Parental Involvement Policy and Parenting Survey results for the school.

**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.**

Elvin Hill Elementary School provides parents information in a timely manner in multiple formats. All students receive daily/weekly folders or Leadership Binders in which information is sent to parents on a consistent basis. Parent

compacts, lunch menus, newsletters, and the Code of Conduct are sent to all families in their native language. Weekly newsletters are provided by each teacher to clearly communicate all aspects of the school program in order to keep parents informed on a weekly basis. Progress reports are sent in order to communicate academic progress to parents on a regular basis. Our Continuous Improvement Plan is linked to our website so parents can easily access our yearly goals and better understand the improvement process. Through the Title I parenting handbook, parents are given an extensive view of parenting within our school and our district. Details of the curriculum are shared through weekly newsletters, the Annual Meeting of Title I for Parents, Parent/Teacher Conferences, Parenting Day workshops and classroom communications. Each classroom teacher holds at least one parent conference with each student's parents/guardians per year.

**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).**

Elvin Hill Elementary School provides grade specific parent compacts. Each compact has a component for teacher, student and parent. The compact was developed by teachers and our school's Parent Advisory Committee. It is evaluated and updated annually. All parents receive a copy of the updated compacts for parents, teachers and students. Parents, teachers, and students (when applicable) read and sign the compacts as an agreement of shared responsibility. The compacts are housed in teachers' classrooms and are used during parent/teacher or student/ teacher conferences. In addition, the compacts are discussed at anytime throughout the year if there is a need to revisit the agreement based on each shared responsibility. Parents are further kept informed of academic progress through progress reports, report cards, etc.

**Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.**

- Parents that are in disagreement with the Continuous Improvement Plan will state their position to the local Title I Committee, Continuous School Improvement Team, and/or Parent Involvement Committee for review.
- If no amicable solution is reached, the parent may state their dissatisfaction, in writing, to the school principal.
- The principal will attach the statement to the Continuous Improvement Plan and present it to the Federal Programs Supervisor.
- The LEA parent liaison will contact the parent, if necessary.

- The Federal Programs Supervisor will review all steps in the process and make a determination based on NCLB and the best interest of students.
- The parent will be contacted by the Federal Programs Area Specialist and receive notification of the decision(s) reached. The communication will be provided verbally through a personal and/or telephone conference and also be provided in written form.

**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 NCLB Section 1118, 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:

**(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

Elvin Hill Elementary will hold two general meetings for our Annual Meeting of Title I Parents. During these meetings, information will be presented about its Title I programs, the curriculum, and the different types of academic assessments. Parents will also learn about any school-wide programs being used for student achievement and success. They will learn how to schedule parent-teacher conferences and communicate to their child's teacher, as needed. Upon request, parents will be given a copy of the student handbook, which includes detailed information on a variety of school topics. Parents will have various opportunities to visit classrooms and meet with teachers to learn more specific information about how individual classrooms are conducted. They will be invited to attend Parenting workshops throughout the year as well. Daily/weekly folders will be sent home which will contain information on each child's behavior, disposition, academic achievement and progress.

**(2) 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)**



Elvin Hill Elementary School will provide parent education nights and workshops to foster and support at-home learning. Teachers include standards and strategies in weekly newsletters and post lessons and videos to Google Classroom as well. With the passing of Alabama's Literacy Act, EHES will support families in how to teach and support students from home; this will include sessions/materials from literacy and math coaches along with the use of the district's Early Literacy resources website.

**(3) 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)**

Elvin Hill participates in the mentor program. First year teachers are enrolled in this program which is designed to discuss strategies which aid them in working with parents and actively involves parents in their child's educational journey. All teachers are expected to welcome parents to the school, as appropriate, and to work with parents to meet the needs of students. Our school welcomes parents on a daily basis and on special events such as Open House, Parenting Day, book fairs, Leadership Day, parent conferences, and more.

**(4) 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)**

Elvin Hill coordinates its parent involvement program for all parents. Kindergarten teachers hold a special reception for incoming students and parents so they will be comfortable in the school setting. A kindergarten representative speaks to parents of Head Start children at the end of the year about preparing their preschooler for kindergarten. Elvin Hill currently has resources for parents to check-out through our Parenting Center.

**(5) 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 is translated into Spanish and an ELL teacher is available to aid in conversation as needed. Shelby County also provides interpreters as needed for meetings. Parent surveys are conducted yearly. The committee reviews survey results to better meet the needs of the parents.

**(6) Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

Parent surveys are conducted yearly. The committee reviews survey results and creates plans and activities to meet the needs of parents. Parents may also request a conference with the teacher at any time throughout the year.

**Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

Elvin Hill currently has Spanish-speaking students, therefore, all notices of parent meetings are sent to parents of these children in Spanish. There is an ELL teacher at our school who provides ELL services and accommodations along with several teachers who have Spanish backgrounds that also work closely with ELL students. In addition, a translator may be provided whenever necessary to assist with any language barriers between home and school for all students and their families. At this time, Elvin Hill has no migrant students. Every effort is made to accommodate parents with disabilities. Elvin Hill is a handicapped-accessible building.

The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.

## **PARENTAL INVOLVEMENT**

The Shelby County Board of Education believes that in order to achieve the maximum educational growth for students, there must be a conscious, collaborative partnership between the parents of students and the schools. The active involvement of parents in their child's education significantly increases the effectiveness of the programs offered by the Shelby County Board of Education and therefore significantly contributes to the success of the child.

Parents of students in Shelby County schools are encouraged to learn as much as possible about the educational programs, goals, objectives and activities at their child's school. The Board encourages parents to actively participate in all the activities designed by the schools to involve and inform parents.

The Shelby County Board of Education further encourages parents to work with both the local schools and the school system in assuring that the programs presented meet or exceed the parents' expectations for their students.

In order to effectuate these beliefs and desires the Superintendent and his staff shall work with each school in developing a Parental Involvement Policy. Each local school policy must incorporate, at a minimum, how the local school will (a) involve parents in the joint development of and updates of the Parental Involvement Policy; (b) involve parents in the process of the school review and improvement; (c) provide for the coordination, technical assistance and other support necessary to assist in planning and implementing the Parental Involvement Policy; (d) conduct with the involvement of the parents, an annual evaluation of the content and effectiveness of the Parental Involvement Policy; (e) periodically provide information to parents on the opportunity for involvement at the school; (f) offer flexible, unique opportunities for parental involvement; and (g) offer effective and timely notifications to parents of their child's progress.

The Shelby County Board of Education acknowledges that further and additional requirements for parental involvement and/or parental notification may exist by state and/or federal law, such as with Title I schools. The Superintendent shall prepare such written directives as may be necessary to meet state and federal mandates, and such directives shall be considered policy of this Board. The Superintendent shall provide copies of such directives to the Board for review and input before implementation.

## **PARENTAL KNOWLEDGE OF TEACHER QUALIFICATION**

The Shelby County Board of Education is committed to hiring highly qualified teachers to provide the best educational opportunities possible for the students of Shelby County. Parents have the right to request, and the schools shall provide in a timely manner, information regarding the professional qualifications of each student's teacher(s).

The information the parents are entitled to shall include, but is not limited to: whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher; the field of discipline of the certification or degree of the teacher; and, whether the child is provided services by paraprofessionals and, if so, their qualification.

The requested information is to be collected and disseminated in a manner that assures parents of the information they have requested while protecting, to the extent possible, the privacy of the teachers.

The Shelby County Board of Education acknowledges that further and additional requirements for parental knowledge and/or parental notification may exist by state and/or federal law, such as with Title I schools. The Superintendent shall prepare such written directives as may be necessary to meet state and federal mandates, and such directives shall be considered policy of this Board. The Superintendent shall provide copies of such directives to the Board for review and input before implementation.

Ref: No Child Left Behind Act 2001 (P.L. 107-110)

## **TITLE I SCHOOLS - SPECIAL PROVISIONS**

The Shelby County Board of Education recognizes the unique federal laws applicable to Title I schools. The Superintendent shall draft such written directives as may be necessary for Title I schools to be consistent with federal law. Such directives shall be considered policy of the Board. The Superintendent shall provide copies of such directives to the Board for review and input before implementation.

# EHES Title I Parent Survey (English & Español) 19 20

run on 03/12/2020



## B. Items

Section score: 3.92 Network average: N/A

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	
	Number of Responses					
	Percentage of Total Responses					
1. 1. I feel welcome at my child's school.	15	14	0	1	1	0
	48%	45%	0%	3%	3%	0%
	31 respondents					
2. 2. My child's school encourages me to be involved in my child's education.	12	13	5	0	1	0
	39%	42%	16%	0%	3%	0%
	31 respondents					
3. 3. I am aware of the school's academic goals and how I can be involved.	10	15	5	0	1	0
	32%	48%	16%	0%	3%	0%
	31 respondents					
4. 4. I participated in the following activities offered this year: (List your own Title I activities. See samples below.)	5	1	5	1	27	1
	16%	3%	16%	3%	87%	3%
	31 respondents					
5. 5. List any additional activities that you would like to see offered:						
6. 6. I am aware of the volunteer work I can do at my child's school.	9	12	5	4	1	0
	29%	39%	16%	13%	3%	0%
	31 respondents					
7. 7. I know how to be involved in school planning/review committees.	7	6	6	11	1	0

	<b>23%</b>	<b>19%</b>	<b>19%</b>	<b>35%</b>	<b>3%</b>	<b>0%</b>
	31 respondents					
<b>8.</b> 8. I know what it means to be a Title I School and what my rights are.	<b>9</b>	<b>13</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>29%</b>	<b>42%</b>	<b>23%</b>	<b>6%</b>	<b>0%</b>	<b>0%</b>
	31 respondents					
<b>9.</b> 9. I know how additional help with reading and/or mathematics can be given to students through the Title I program.	<b>8</b>	<b>10</b>	<b>4</b>	<b>9</b>	<b>0</b>	<b>0</b>
	<b>26%</b>	<b>32%</b>	<b>13%</b>	<b>29%</b>	<b>0%</b>	<b>0%</b>
	31 respondents					
<b>10.</b> 10. I know what my child should know and be able to do in reading and/or mathematics for the grade he/she is in. (Academic Content Standards)	<b>9</b>	<b>13</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>
	<b>29%</b>	<b>42%</b>	<b>26%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>
	31 respondents					
<b>11.</b> 11. I understand my child's report cards and test scores.	<b>15</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>48%</b>	<b>48%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
	31 respondents					
<b>12.</b> 12. The Title I School-Parent Compact helps to remind me about things I can do to help my child do better in school.	<b>9</b>	<b>9</b>	<b>9</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>29%</b>	<b>29%</b>	<b>29%</b>	<b>13%</b>	<b>0%</b>	<b>0%</b>
	31 respondents					
<b>13.</b> 13. Title I, of the Every Student Succeeds Act of 2015 asks that priority be given to students to receive extra help beyond the regular school day. If free instruction and transportation are provided, my child would attend Title I services after school, before school, weekend school, or summer school.						
<b>14.</b> 14. Do you have internet access in your home?	<b>30</b>			<b>1</b>		
	<b>97%</b>			<b>3%</b>		
	31 respondents					
<b>15.</b> 15. What is the best way for the school to share information about your child and school activities?	<b>10</b>	<b>28</b>	<b>15</b>	<b>18</b>		
	<b>32%</b>	<b>90%</b>	<b>48%</b>	<b>58%</b>		
	31 respondents					
<b>16.</b> 16. I can reach my child's classroom teacher(s) to discuss my child.			<b>31</b>			
			<b>100%</b>			
	31 respondents					
<b>17.</b> 17. Teachers in the school are interested and cooperative when I discuss my child's academic progress and/or other concerns.	<b>29</b>			<b>2</b>		
	<b>94%</b>			<b>6%</b>		
	31 respondents					
<b>18.</b> 18. Check any of the following items that would help you attend Title I Activities:	<b>12</b>	<b>1</b>	<b>11</b>	<b>14</b>	<b>13</b>	<b>3</b>
	<b>39%</b>	<b>3%</b>	<b>35%</b>	<b>45%</b>	<b>42%</b>	<b>10%</b>
	31 respondents					
<b>19.</b> 19. Did you receive a copy of the following document this year: The District's Parental and Family Engagement Policy	<b>28</b>			<b>3</b>		
	<b>90%</b>			<b>10%</b>		
	31 respondents					
<b>20.</b> 20. Did you receive a copy of the following document this year: Your School's Parent and Family Engagement Policy	<b>29</b>			<b>2</b>		
	<b>94%</b>			<b>6%</b>		
	31 respondents					
<b>21.</b> 21. Did you receive a copy of the following document this year: The School-Parent Compact?	<b>29</b>			<b>2</b>		
	<b>94%</b>			<b>6%</b>		
	31 respondents					
<b>22.</b> 22. I know about the school's extra services (for example, counseling, and speech therapy).	<b>22</b>			<b>9</b>		
	<b>71%</b>			<b>29%</b>		
	31 respondents					
<b>23.</b> 23. I know about the school's referral program to community services outside of the school. (Such services may be adult literacy programs, social services, health services, GED, adult career development, etc.)	<b>17</b>			<b>14</b>		
	<b>55%</b>			<b>45%</b>		
	31 respondents					
<b>24.</b> 24. Do you have comments/concerns about the Title I Program or the Parental and Family Engagement Program in your school?						

**Elvin Hill Elementary School  
2020-2021**

My signature below affirms that I have read this booklet concerning my child's school and the Title I program. If I have any questions, I can contact the school principal or the Federal Programs office at the Board of Education at 205-682-7000.

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Child's Name

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Parent Signature

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Date



