

PARENTS RIGHT TO KNOW

(A) **QUALIFICATIONS-** At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

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

(B) **ADDITIONAL INFORMATION-** In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—

- (i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
- (ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

(C) **FORMAT-** The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.



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Mobile County
PUBLIC SCHOOLS



Parent and Family Engagement Policy 2023-2024



Indian Springs Elementary
School

4550 Highpoint Blvd Eight Mile, AL, 36613
Teffine Petro, Principal

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set aside, and the rights of parents involved.

At the beginning of the school year, Indian Springs holds an annual Title I parent meeting. Parents are notified of the meeting through (1) emails sent to parents, (2) school messenger, (3) Schoology messages and (4) website notices. Topics to be discussed at this year's meeting were: Schoology Parent Access, Title I participation, services, and parents' rights; an explanation of the school's curriculum and the state's content standards; the schoolwide plan ACIP; The Parent Involvement Plan; School-Parent Compacts; Parent Resources; Parent Advisory Council. Our school will use the 1% set aside to provide parents with reading materials that will assist them in supporting their student's education. The Parent Advisory Committee will meet throughout the year to discuss ways to increase parent engagement with the parenting money set aside through Title I.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

The faculty and staff of Indian Springs Elementary School have a strong belief in the importance of parental involvement and have put measures in place to offer our parent meetings on a flexible schedule. We will work with parents in scheduling conferences before, after, and during school hours. Parent meetings, such as Title I meetings and special workshops, will be given at different times to ensure that all parents have an opportunity to attend.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision making).

Indian Springs believes in involving parents in all aspects of its schoolwide Title I program. We have a parent representative on our ACIP team and a Parent Advisory Committee who provide input in revising our ACIP and Parent Involvement Plan. All parents are given an annual Title I Survey in April which includes questions concerning activities, training, curriculum, Title I, and materials. Results of the parent surveys are reviewed and utilized in determining needed changes.

2c. Describe how funds allocated for parent involvement are being used in the school.

Parents were provided with weekly Schoology reports to stay informed on students' academic progress and attendance (via email directly from Schoology). Parents were also provided books and activities to participate in Read Across America with their student(s). The allocated amount for parenting: \$2703.18.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

During grade level parent meetings and virtual and/or face to face parent meetings, Indian Springs Elementary School provides information about its Title I programs, the curriculum, and assessments used. Parents are informed about grade level expectations for reading and math. Our school will translate all weekly and monthly newsletters in the native language of our students to provide our students and parents the opportunity to stay informed. Parents learn how to schedule a parent teacher conference and about the various school-wide policies that are in place including attendance, school rules, discipline, and homework. Parents are reminded how they can participate in decisions related to the education of their child. This information is also available in the student-parent handbook. Our ACIP is offered to our Spanish-speaking parents if needed and an ELL paraprofessional is also available.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

Indian Springs Elementary School-Parent Compact was cooperatively developed by the Leadership Team and the Parent Advisory Committee. All parents are given a copy of the revised compact each year. The compact is explained to parents before they sign stating their commitment in working with the school to ensure the success of their child. Each teacher explains the compacts to the students and obtains the student signatures before signing the compacts themselves and storing them in their teacher resource box. The compacts are used as a reference throughout the year during parent-teacher conferences. Notations are made via the parent contact log during conferences or parent phone calls.

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

Indian Springs Elementary School holds a quarterly review, the Leadership Team reviews, evaluates, and revises its Continuous Improvement Plan. The parents on the ACIP Team represent all Title I parents of the school. Parents are notified through the parent bulletin of the review process. The ACIP plan is available in the Title I Facilitator's room. The parents have a right to give input regarding the revision of the plan. Parents also have a right to submit concerns in writing to the school if they are unsatisfied with the plan. If a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. Any written complaints will be brought to the review committee. The committee will inform the faculty through weekly faculty meetings to ensure parental concerns are addressed in a timely manner. Also, concerns can be brought to the Parent Advisory Committee and they will work closely with the administrator and leaders to resolve matters as quickly as possible.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.

Indian Springs works continuously with parents through various programs and services provided to families. Parents are provided materials to assist with student homework, materials to support parents using technology, and brochures on attendance, behavior, reading, and math.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.

Indian Springs works continuously with teachers through in services, faculty meetings, and grade level meetings in understanding the importance of parent and family engagement as partnerships. The principal will set the expectations that teachers work closely with our Parent Advisory Council in planning parental involvement and engaging activities and provide materials that best meet our needs. All staff is expected to welcome parents to the school, as appropriate, and to work with our facilitator, principal, and/or counselor in meeting parents' needs for their children.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.

Indian Springs coordinates and integrates parent involvement programs and activities with other federal programs to ensure all stakeholders work together for our schools success. We include our Partners in Education (PIE) in helping us fulfill our mission. Our Partners in Education also assist us in providing support and resources for the school and our families.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.

Indian Springs ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and in a language the parents can understand. We utilize TransAct, district appointed ELL paraprofessional, and the MCPSS ELL Office to assist us in every endeavor that might arise to help assist our parents. We also have a resource teacher that provides assistance when needed.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.

Indian Springs Elementary makes every attempt to work with parent requests. The Parents Advisory Council takes request and survey results into consideration when planning for future events.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Indian Springs Elementary makes every attempt to provide opportunities for parent participation, with all parents, to the extent practicable, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. We also utilize the ELL/Migrant Office, coordinated by Kirsten Gentry. Through this collaboration we provide our parents with a primary language interpreter and an onsite EL teacher. Indian Springs Elementary is a handicapped accessible building.