



Elementary School

Parent & Family Engagement Plan

2025–26

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 right of parents involved.

The annual meeting is offered to our parents during the day in the form of Cookies with Caregivers. This is a two day event to provide different meeting options for parents. Parents are shown a PowerPoint presentation containing our Continuous Improvement Plan. The presentation includes information about the following topics: Overview of Title I Schoolwide Program, Schoolwide Plan - CIP, Parent and Family Engagement (ESSA) Policy and Plan, Parent and Family Engagement (ESSA) Calendar (1% set-aside), Parent participation: committees, conferences, volunteers, Parent Surveys/Needs Assessment, Parents Right to Know, and Evaluation of Plans. Parents are provided the opportunity to ask questions about the School-Wide Plan at the conclusion of the presentation, or they can call the ACIP Chairperson or Principal.

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.

Newton School welcomes parents' input and support of school activities, functions, and everyday operations. Parents are given opportunities to communicate with their child's teacher, principal, or other school staff members by scheduling formal conferences, discussing concerns via telephone conversations, writing notes in the comment section of weekly folders, and by electronic mail. In an attempt to involve all parents, workshops and meetings are scheduled at various times during the day. The following is a listing of proposed parent activities and time of day they are offered throughout the school year: Pre-K through sixth grade open houses were held, Annual Title I Meeting, Open Door Parent-Teacher Conferences (afternoon-evening), Fall Festival (weekend), Literacy Act Informational Meeting, Awards Day (morning), Parent lunches (midday), and Book Fairs (twice a year).

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).

Parents are active participants in the planning, reviewing, and updating of the Title I Continuous Improvement Plan. They serve as members of the PTO and/or ACIP

committees, all of which provide them the opportunity to express concerns or make suggestions concerning the ACIP.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Title I funds allocated for parent involvement are used to print our Student and Parent Handbooks each year.

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. (Sec. 1116(c)(4)(A)(B)(C))

As parents of children attending a Title I school, they are presented twice a year with an opportunity to view our PowerPoint that explains what it means to be a Title I school. The school sends home a monthly calendar with each student to communicate with parents about school-wide activities.

Our school website, Facebook page, and SchoolCast are also great resources we use to share school-wide information.

The Remind and Class DoJo Apps are used by classroom teachers to communicate information to parents about curriculums, assessments, and student expectations. Stakeholders also receive class-specific information from teachers through weekly classroom newsletters and through parent/teacher conferences. Information is translated into Spanish and other languages as needed.

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).

The Student-Parent-Teacher Compact was jointly developed by a team of school and parent stakeholders to ensure everyone is working towards the common goal of helping students achieve proficiency on Alabama's academic content standards. The compact is updated annually by the stakeholders of the ACIP. It is discussed and

explained at the annual meetings held during the first semester of school. It is then distributed at the beginning of each school year for signatures to bind the agreements. A copy of the compact is kept by the homeroom teacher.

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

Parents who wish to make and submit (to the LEA) their comments of dissatisfaction with the Parent and Family Engagement Policy and Plan have the right to speak to the principal or the Dale County Schools Federal Program Director. Our Title I Continuous

Improvement Plan Instructional Leadership Team will meet at the end of the year to evaluate and revise, if necessary, the School Wide Program, the Parent and Family Engagement Policy, the Student-Parent-Teacher Compact, and the method of allocating Title I funds. At any point during the year, the parents are allowed to submit comments of dissatisfaction with the ACIP to the principal. The comments are then reviewed by the Title I chairperson and the Newton School Leadership team.

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. (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.

The leadership and staff of Newton School have a strong belief in the importance of parental involvement. The school's Student-Parent-Teacher Compact is a commitment to share in the responsibility of the child's education and signifies a partnership to ensure student success.

Our school website provides multiple links for parents to partner with their children in order to help with student achievement. Students have the availability to access computer-based, targeted learning software at home that is provided by the school. Parents are also given access to home educational resources at our annual Literacy

meeting. Information is given to inform parents of how to monitor student progress through the PowerSchool home portal. They are also able to monitor progress through weekly folders that are sent home, progress reports, and report cards.

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. (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 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 through Title I meetings, parent-teacher conferences, and PTO meetings.

Communication is made possible through calendars, newsletters, daily binders, district/school websites, Facebook, and Remind and Class Dojo apps. Parents are also encouraged to volunteer at the school and in the classroom for guest reading and other special class project opportunities.

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. (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 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.

Parents are invited to be a part of the professional learning partnership with students and teachers; to work with the school and encourage responsible and respectful student behavior and achievement. Parents are invited to attend events including back

to school Open House, PTO meetings, Cookies with Caregivers, parent/teacher conferences, guest reader opportunities, and End of the Year awards ceremonies.

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. (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 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.

Our school coordinates and sends out information on school and parent programs through every available platform. We use a variety of methods to share information in an effort to meet the needs of all parents. Information is shared with EL parents in written form using Google Translate, and if needed, can be shared verbally through the use of an interpreter.

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. (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 such other reasonable support for parental involvement activities as parents may request.

Newton School makes every effort to meet the needs of our parents. Conferences are scheduled at the parents' convenience and the option of a phone conference is offered to parents who may have difficulty meeting with teachers during the school day. Parents are given usernames and passwords to the PowerSchool Home Portal in order to keep up with grades and assignments. Newton teachers encourage parents to communicate through email, phone calls, daily binders, Remind and Class Dojo apps, and parent conferences in order to share information and discuss concerns.

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. (See ESSA Sec. 1117(f))

During the school enrollment process, parents are asked to complete a home language survey, a special needs survey, and an employment survey. Based on the survey results, the school counselor will make the appropriate staff members aware of any disability, limited English proficiency, or migratory student. This information is also communicated to the appropriate central office personnel in order to secure necessary services. Our school ensures the participation of parents with limited English proficiency by providing an EL staff member to translate or facilitate communication between the parents and the school. Parent participation and involvement are encouraged regardless of exceptionality, and support will be provided on campus to assist parents with their needs. The campus of Newton School is handicap accessible and handicap parking is provided close to the school's entrance.