

Parent and Family Engagement

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% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

Our Annual Parent Meeting was held in the AES media center, with the presentation later uploaded to our Facebook page for broader access. Parents were notified of the meeting through the Blackboard parent portal, flyers, and classroom newsletters. During the meeting, parents were informed about the school's participation in Title I, the associated requirements, the 1% set-aside, and their right to be involved in the process. The PowerPoint presentation provided by the State Department was reviewed and discussed with attendees.

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.

AES offers two different meetings on the day of the Annual Parent Meeting. One in the morning and one in the evening to maximize the attendance of our parents. Presentations are also recorded, posted, and sent out via Remind/Blackboard for the Title I parents and uploaded to social media and to AES website for viewing. We have requested that parents participate on various committees to strengthen our school culture and appearance. Our parents participate in Campus Clean-up Days, Zooms, Google Meets, phone calls, and/or Facebook posts. Parents participated in planning and updating plans and documents. Parents volunteer for special events, serve as committee members, provide feedback through surveys and questionnaires and PTA meetings.

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).

Our parents have opportunities to participate in decision-making by providing feedback during the meetings. They also provide feedback on social media, surveys, questionnaires, parent notes, phone calls, and parent-teacher conferences. A parent representation is also included within the ACIP Committee and when we have our PTO meetings to help make informed decisions.

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

AES spends parent involvement/ engagement funds on home-to-school communicator folders, stamps, school calendars, supplies, books, flashcards, and other instructional supplies and materials for use at home. Funds are also being used for materials and supplies to host parental engagement workshops. Our Parent Center provides us with a central location to have parent-teacher conferences and IEP meetings and an updated parent computer is available for parent use to access any of the school platforms.

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))

Parents receive daily and/or weekly communications regarding their children. A monthly calendar of events is sent home. The calendar is also posted on our Facebook page. Parents are given school handbooks which provides pertinent information about AES. Parents are informed via the PowerSchool Parent Portal, Facebook, Remind, Blackboard Messenger and/or notes sent home.

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). (Sec. 1116(d))

AES has a School-Parent Compact that has been developed and updated by a committee of teachers, parents, and administrators. On the compact, each stakeholder signs understanding their specific responsibilities: principal, parent, and child. Each child has their compact completed with signatures in their homeroom teacher's class. The compact is referenced and signed during all meetings with parents

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

The Continuous Improvement Plan (CIP) has been made available for parents via AES website. A statement declaring that parents can submit dissatisfaction with the CIP to the principal or Federal Programs Supervisor will be visible. Parents can also follow the grievance procedure as outlined by the Henry County Board of Education.

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.

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.

Our parental engagement committee and administrators work diligently to ensure that all parent materials and training are aligned with our school goals. We will share training videos and schedule parent meetings as well. Our Parent Resource Center is located in the AES Parent Center, which is supplied with materials that parents can check out to assist in helping their child be more successful in school. These resources are available for parents to check out during school hours. Parents can call and request materials that can be sent home with their child or picked up by the parent. Throughout the year, we will seek to have classes and training for parents in order to address topics concerning the school and their child's academic achievement. During our "Literacy Brunch", the ARI Reading Specialist and principal, thoroughly covered the Literacy Act expectations and guidelines via a PowerPoint presentation and trifolds with pertinent information. "Math Munchies" has been scheduled in December 2025. Academic Nights will occur throughout the year.

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.

To ensure effective parent involvement and foster a strong partnership among the school, families, and the community, AES is dedicated to implementing strategies that enhance communication and collaboration in support of student achievement.

AES is committed to educating teachers, office personnel, and other staff with the assistance of parents on the value and impact of meaningful family engagement. Staff members receive guidance on how to effectively reach out to, communicate with, and work alongside parents as equal partners in their children's education. Training also focuses on coordinating parent programs and strengthening connections between home and school.

AES actively promotes family-centered activities and programs designed to involve parents in the educational process. Parents are provided with resources and assistance to help them support their child's learning both at home and in school. Open communication is encouraged through various means parents are invited to send notes, make phone calls, or schedule conferences with teachers during planning periods or before and after school hours.

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.

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: Parents are encouraged and asked to take part in committees, volunteer, attend workshops, and school functions. We attempt to build capacity for parental engagement and support and foster a partnership with families in their child's education by informing, welcoming, and planning events for families to participate.

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.

AES sends available Masterword communication to parents in the language that the parent can understand as it relates to school programs, meetings, and activities. All flyers and newsletters are translated in the language spoken by the student/families. Masterword translators are also utilized during parent conferences and IEP meetings.

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.

AES conducts meetings and send communications home throughout the school year to supply parents with information about the school. We offer activities to involve and engage students and their families throughout the year. We base the need for activities according to feedback, comments, and suggestions.

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))

AES recognizes that our families represent a rich diversity of cultures, languages, and backgrounds, yet all share a common goal, ensuring their child's success. We acknowledge our responsibility to remove barriers that may hinder family engagement and to foster an inclusive environment where every parent and guardian feels welcome and supported.

To support parents and guardians with limited English proficiency, AES provides important school documents and communications in the language they understand through the Masterword program. Additionally, family members who can assist with translation or interpretation are encouraged to participate in school meetings and training sessions as a support to parents.

AES also ensures that all school facilities and events are accessible to family members with disabilities, promoting full participation in the educational process.

Through these efforts, AES demonstrates its commitment to equity and inclusion by ensuring that every family, regardless of language, ability, or background has the opportunity to engage meaningfully in their child's education and in the life of the school community