
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% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

We will have a parent night at the beginning of the school year and explain what it means to be a Title I school.

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.

We will provide parental involvement meetings that are not limited to school hours. Childcare may be provided for evening 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).

Parents will be invited to some leadership team meetings to discuss needs for the school.

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

Funds allocated for parental involvement are used to purchase paper to send home informational flyers and to buy parental communication folders.

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))

Letters are sent home to students who need tutoring and to students who are receiving Tier III interventions. Teachers are required to communicate with each child's parent or guardian via phone call or email and keep documentation of these communications.

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))

The school's administrative team had a meeting with the faculty to discuss the School-Parent Compact. During a stakeholders meeting, parents were encouraged to fill out and return the free/reduced lunch forms and ask questions about the School-Parent Compact.

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

A parent survey is sent out in the Fall and the gathered data is used to guide decisions on any changes that might need to be made to the Continuous Improvement Plan.

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.

A stakeholders meeting was held at the beginning of the year to allow parents to voice any concerns. Various social media accounts are used to communicate with parents throughout the school year. The school's website gives the email addresses of administrators, counselors, and teachers in order to provide an easy way for parents to communicate with the school.

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.

Parents are encouraged to become involved through parent night, coffee with counselors, various programs throughout the school year (Grandparents Day, Veterans Day Program, Holiday Programs, etc.), and publications sent home. Training will be offered this year to parents on graduation credits and academic options for students entering high school. Our district also offers college nights for seniors to attend.

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 will be invited to Coffee with Counselors. During these meetings parents will be informed of possible graduation pathways, how the new Mathematics Course of Study will impact students, graduation credit requirements, career tech opportunities, etc. Parents are encouraged to attend these meetings as frequently as possible.

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.

Resources are available in the counselor's office to help parents make informed decisions for their children. The school's counselors are readily available to talk with parents about graduation

requirements and will also make appointments to meet with parents after school hours if that need arises. Notices of scheduled, public-access, meetings will be posted on the school's website and on the school's various social media accounts.

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.

Title I information is sent home with each student. This information is shared on the school website, and the school's various social media accounts. Teachers send home newsletters and other information on a weekly basis.

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))

All Title I information is shared in English. Arrangements will be made in the event a parent requires the information in an additional language. A teacher who is fluent in Spanish is available on campus. Any other language need would be provided by the school district.