

## 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 district Federal Programs Advisory Committee which is made up of representatives from each school's ACIP team, meets two times per year to review a needs assessment, Title I plan and set-asides for the upcoming year. An Annual Federal Programs Informational Meeting for all parents will be held during first semester. The district Parent Involvement Specialist will provide a PowerPoint Our district Federal Programs Advisory Committee which is made up of representatives from each school's ACIP team, meets two times per year to review a needs assessment, Title I plan and set-asides for the upcoming year. An Annual Federal Programs Informational Meeting for all parents will be held in each school during first semester. The district Parent Involvement Specialist will provide a PowerPoint Presentation. Our district Federal Programs Advisory Committee which is made up of representatives from each school's ACIP

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.

Parents are invited to schedule parent conferences, through the counselor, at a time that is convenient for the parent and the teacher at any time throughout the year. In addition, there are many activities parents are invited to participate in, at various times of the year, are Beta Club inductions, Junior High and Senior High Awards Day, Senior night, Baccalaureate, Graduation, Band Banquet, Athletic Banquets, and many other activities.

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).

Susan Moore High School is committed to involving parents in all aspects of the Title I program. We have one active parent member on our CIP committee. They were active in the development of the plan and were involved in meetings of the CIP team. In addition, our CIP is posted on the Susan Moore High School website and in the office to allow parents to review the plan and offer input. Every year the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated.

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

Susan Moore High School uses its parental involvement funds to fund all materials needed to keep our parents involved. This includes, but is not limited to, school calendar magnets, information booklets in our lobby and summer parent support, as needed for parental contact/parent events.

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 are involved with student and school-wide activities. The CIP team revised the School Compact to include SMHS specific goals. At Susan Moore, we believe that parental and community involvement is tantamount to our students' success. We have a variety of ways that parents are involved with student and school-wide activities. The CIP team revised the School Compact to include SMHS specific goals. These are distributed on the first day of school. Parents also have opportunities to volunteer in a variety of tasks to help in the running of the classroom, i.e. copies and bulletin boards. Opportunities for parental involvement may be disseminated in a variety of ways: SMHS Facebook page, daily announcements, newspaper ads, radio ads, informational tables at a variety of events, all-call phone system, and postings on social media. Information will be dispersed in English and Spanish.

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))

Susan Moore High School's School-Parent Compact is reviewed and revised as needed each May in conjunction with the CIP committee, which has parents as members. The compact is distributed through the registration packet that parents and students receive on registration day or the first day of enrollment for those who enroll after the first day. This document is dated and signed by the students, the parent, and the principal. The compact outlines the shared responsibilities of students and parents, teachers, and administrators to develop, maintain, and support each student's academic development. This contracts the partnership between the school and the students and parents which ensures that each child is successful during the school year. The homeroom teacher and the administrators make every attempt to have the signed compacts returned. This compact is comprised of four sections, one each for the principal, the students, the school, and the parent. Each of these shareholders has the responsibility for educating students. The principal's section includes a statement about his role in providing opportunities for students and parents in a positive manner. The student section

lists activities that the student will perform in order to achieve academic success. The students are encouraged to check the areas in which they are willing to attempt to perform throughout the school year. Students may even add their own areas in which they are willing to work toward in order to become successful. The third area is for the responsibilities that the school is responsible for. These checked areas list the things the staff and teachers agree will result in the students' success. There is also an area for added responsibilities. The final area is for the parents/guardians. This area lists statement regarding the opportunities that parents have available and the responsibilities that each parent. All homeless, migratory, and limited English proficient students have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students without being stigmatized or isolated.

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

During the Annual Federal Programs Informational Meeting, parents will receive a handout with a summary of the information addressed in the meeting. Attached to the handout is a detachable comment form for parents to sign in order to document their attendance and to note any suggestions, areas of dissatisfaction, and any other comments regarding the use of federal funds. Parents are made aware that the CIP is available for their review in the school office, and any suggestions should be made in writing to the principal of the school. Written suggestions will be considered by the CIP planning committee. The LEA Federal Programs Assistant conducts an annual parent survey each spring. The survey results are summarized and sent to the principals along with all comments. The comments, concerns, and suggestions are all taken under consideration at the next CIP planning session. The CIP team meets three times per year to review, update, and assess the effectiveness of the CIP.

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.

Parental representation is part of Susan Moore High School 's committees to assess the needs of our community. In addition, Susan Moore High School will attempt to provide several specific workshops and special events for families throughout the school year based on the needs as assessed by the committee.

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.

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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.

Susan Moore High School provides parents with login information for Power School and Schoology as one component of contact with parents. In addition, teachers will contact parents (and maintain a contact log) for various reasons in the classroom, including but not limited to: grades and behavior. The Blackboard Mass Communication System will be utilized for announcements pertaining to the whole school or specific groups within the school. Susan Moore has a Facebook page that

is updated regularly. The Blount County School District also has an app that parents can download to see all upcoming events in the district as well as the school they select.

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.

Susan Moore High School has many ELL students whose parents are provided a translation. Parents and community leaders are invited to be a part of field trips and special events such as plays, Awards Day, Dawg Wars, Academic Picnic, Graduation, and Veteran's Day Ceremonies. In addition, Spanish novels purchased with Title I funds are available in the Library Media Center so that students and parents may use them to enhance their educational experiences at Susan Moore High School. We have a system wide ESL consulting teacher, a system-wide Spanish translator, and a system-wide parent involvement specialist. In addition to the general education staff of the school, these individuals work collaboratively to meet the training needs of the parents of our homeless, migrant, and non-native English speaking students.

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.

The district's ESL/Migrant Home Liaison provides translations of documents going home to parents of English as second language students. Informational flyers are also translated, as well as handbooks, policies, parent involvement plans, newsletters, and parent surveys. Registration, medical, disciplinary, health, and

sport-related forms are also translated. When feasible software services such as Transact issued. To the extent practicable, information posted to the parent involvement link of the blountboe.net website is available in both English and Spanish. Recognizing the need to assist in bridging the gap of the linguistic diversity of students at the school, communication handouts, signs, and directions are often translated into native languages spoken at the school. ESL/Migrant Liaison is also available to attend IEP meetings, disciplinary hearings, and parent/teacher conferences to serve as a translator for non-English speaking parents. Any and all written information sent home to communicate with parents is translated into the parents' native language. Students who have indicated that the primary language spoken at home is any language other than English receive newsletters, flyers, and any other written communicative information in the language indicated. Susan Moore High School also has an ELL teacher who is bilingual. She assists other teachers and/or the office personnel with parents who are non-English speakers.

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))

Translators and sign-language interpreters are on staff with the Blount County Board of Education to ensure that all parents are able to understand the information being presented. All schools and facilities are handicap accessible including Susan Moore High School. Reports and information, including student progress notes and report cards, are available in Spanish, or other languages (as needed). Special accommodations are continuously made to communicate with parents by phone and home visits as needed. A Migrant Liaison is on staff at the Blount County Schools Professional Development Center offering a wide variety of supports which also include the following:- Translating and support at all events including I.E.P. meetings and school functions - Translation of all written materials including Parent compacts, student handbook, newsletters, home-to-school connections, progress notes, report cards, etc. - Home visits to encourage school attendance and respond to needs that may not be expressed at the local school (tutoring needs, clothing, hygiene, food, medical, immunizations, dental, vision, financial aid, school supplies, etc.) and Headstart programs (multiple locations) - Outreach and identification of migrant families (posters, flyers, school notifications, dedicated direct phone line, booths at local events to inform parents of EL and migrant students of support services, etc.) - Professional Development for teachers to better serve students accommodations are continuously made to communicate with parents by phone and home visits as needed.