

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. This committee voted to continue to combine school parental involvement allocations to provide a district Parental Involvement Specialist. This person will provide services to all Title I schools to heighten parent involvement through Title I annual meeting of parents, parent communications, and parent training at the Blount County Resource Center and/or local 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.

The staff of J.B. Pennington High School have a strong belief in the importance of parental involvement and have put measures in place to offer parent meetings on a flexible schedule. Parents are also required to be at our eighth grade transition meetings to discuss the educational paths and opportunities of their students. Counselors and administrators are available after brief presentations and parents are presented with compiled student data to help them make a more informed decision of class choices. J.B. Pennington High School believes in involving parents in all aspects of its Title I programs. Our process for how all parents have the opportunity for involvement in decision making is as follows: We have a parent involvement facilitator and three parent leaders who have been trained on Title I, Part A, parental involvement, and parents' rights. They serve as representatives on decision-making committees and as contact persons for the Title I parents to answer questions about parental involvement and parents' rights. They keep parents informed of various committee work and receive input from parents for committee decisions. They assist in evaluating the parental involvement plan, and they assist in training other parents to be parent leaders. Title I parents are introduced to the parent leaders at the annual meeting of Title I parents at the beginning of the school year. Parents are also given a timeline outlining various parent involvement opportunities that will take place throughout the year. Then we remind parents through the Website and newsletter of involvement activities going on. J.B. Pennington High School uses its parental involvement funds to fund all materials and supplies for our school's parent meetings. On the first day of school and when a new student enrolls, students are issued a county handbook as well as a student handbook. The handbooks include a form that parents must sign and return to the school acknowledging that they have read and received the

handbooks. Senior information letters are sent home to parents each September to inform them of important deadlines for college and senior deadlines.

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).

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

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decision-making committees and as contact persons for the Title I parents to answer questions about parental involvement and parents' rights. They keep parents informed of various committee work and receive input from parents for committee decisions. They assist in evaluating the parental involvement plan, and they assist in training other parents to be parent leaders. Title I parents are introduced to the parent leaders at the annual meeting of Title I parents at the beginning of the school year. Parents are also given a timeline outlining various parent involvement opportunities that will take place throughout the year. Then we remind parents through the Website and newsletter of involvement activities going on. J.B. Pennington High School uses its parental involvement funds to fund all materials and supplies for our school's parent meetings. On the first day of school and when a new student enrolls, students are issued a county handbook as well as a student handbook. The handbooks include a form that parents must sign and return to the school acknowledging that they have read and received the handbooks. Senior information letters are sent home to parents each September to inform them of important deadlines for college and senior deadlines.

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))

At parent meetings throughout the fall, J.B. Pennington High School presents information about its Title I programs, the curriculum, and forms of academic assessment used. Parents learn about priority academic goals. They also learn about how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. Parents, students, and school personnel work together to achieve student academic success beginning typically through a conference. Teachers provide increased support, accountability, and communication. Parents take on additional responsibility of maintaining increased communication and accountability to monitor student progress. Students are involved by working with all stakeholders and given the opportunity for extra help that exists within the school setting. An interpreter is provided at all Title I meetings to communicate with these parents. In addition, documents are provided, to the extent practicable, in 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))

Students will participate in class activities, follow directions, and ask questions when they don't understand. They will follow school rules, do all homework, show respect for themselves, the school and other people. The faculty and staff will believe that

each student can learn, show respect for each child and his/her family, and provide a high quality curriculum that enables the student to meet state performance standards. They will provide meaningful and appropriate homework assignments, enforce school and classroom rules fairly and consistently, be available to students, and parents, report students' progress to parents, and to demonstrate professional behavior and positive attitudes. The compact is drafted by the CIP team each year, which consists of two parents, faculty, counselors, and administration, and is reviewed and edited each spring as the new CIP plan is written. All parents will be given a copy of the Parent/School Compact at our annual Title I parents meeting. The compact will be explained to the parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and house them in their classrooms for use during parent teacher and/or student-teacher conferences.

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

In May of each year, J.B. Pennington High School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are parents on the Committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home in our parent communication folders. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and the parent center, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

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.

J.B. Pennington High School will accomplish this through its required annual Title I parent meeting held at the beginning of the school year, as well as with additional Title I parent meetings held throughout the fall of the year. Parents will be informed of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teachers.

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.

J.B. Pennington High School's CIP Committee works diligently to ensure that all parent materials and training is closely aligned with our schools identified goals. J.B. Pennington High School will provide information about workshops that are available at the Blount County resource Center that will allow parents the opportunity to explore and learn technology uses. The center houses materials (in English and Spanish) for parents to check out to learn about how they can help their child to be successful. Throughout the year, parenting classes will be held on topics that address identified school goals. Since our CIP Committee identified reading as a goal, we will hold parental Strategies to Increase Parental Involvement J.B. Pennington High School. involvement classes on this topic and provide parents with related materials. Specific topics will include reading with your child, creating a home learning environment, and working as a partner with your child's teacher.

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.

J.B. Pennington High School will continue to work with its teachers through inservices, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. The principal will set the expectation that teachers work closely with our parent facilitator in planning parent involvement activities and materials that best meet our schools identified goals. In addition, JB Pennington has a Parent Liaison Specialist who arranges parent meetings and facilitates communication with parents regarding their child's school activities.

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.

An annual Parent Survey is conducted during the spring quarter of each year. Surveys are sent home with each student and are e-mailed to all parents who provide a valid e-mail address. Surveys are also available on the Blount County School System website. Information gained through an analysis of the completed surveys assist in planning and integrating parent involvement programs and activities which address parents' needs so that parents are more effective partners in the academic success of their child. J.B. Pennington High School assesses the effectiveness of the past year's parental involvement through feedback provided at parent and community stakeholder meetings and the system-wide parental involvement survey distributed in the spring of each school year. Analyses of such data provide direction for the modifications to the parental involvement plan for the upcoming year.

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.

Throughout the school year, the principal and teachers often send home newsletters and other written communication to communicate specific information to families. In addition, the school maintains social media accounts that parents can view to stay informed of events, meetings, and programs at the school. Teachers schedule parent conferences at the convenience of parents in order to reach a mutual agreement between parents and teachers on ways to help children become more successful students. With the help of the ESL teacher and each student's Home Language survey, the teachers are informed of which students need correspondence in a language other than English. When this is appropriate it is provided with assistance from the school system's Migrant ESL/Home-School Liaison and with software services such as Transact. Recognizing the need to assist in bridging the gap of the linguistic diversity of students at school, communication handouts, signs, and directions are often translated into native languages spoken at the school.

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))

J. B. Pennington High School is completely handicap accessible. All school/parent communications (i.e. report cards, newsletters, essential forms, etc.) are available in multilingual formats and can be read to parents as needed. If necessary, J.B. Pennington can arrange for a translator provided by the county to attend parent meetings and assist in communications. Also, Pennington has a half-time ELL teacher on campus. The principal can translate all written communication using an online resource to most common languages to provide for any written communication needs. 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 our local 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 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 aide, school supplies, etc.) - Pre-K support and enrollment through 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 - Grade monitoring for all migrant and EL students with support provided for at-risk (drop out, failing, poverty) students - Information provided to parents about student options for College and Career Readiness (Career Tech, AP, ACT testing support, aCAP and aimswebPLUS testing support, dual enrollment, WorkKeys, Industry Credentials, military enlistment, etc.) - Family Literacy activities.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

I have completed and uploaded the Coordination of Resources - Comprehensive Budget.

I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

ATTACHMENTS

Attachment Name



Coordination of Resources 24-25