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))

Each year the system holds their annual Title I Parent meeting to inform parents of Title I requirements and offerings. It also provides information on all aspects of Title programs as it relates to Jackson Intermediate School. The overriding them in the presentation is that parents have the right to be involved in every area of the school and decision making as it relates to Title expenditures. Prior to the end of the previous school year, a meeting with parents, stakeholder, administration, and staff to create the School-Parent Compact. The compact outlines expectations for the school, parents, and students. This is also published in the student handbook. The student and the parent must sign and return this at the beginning of school. The parent also has the right to know their child's teachers qualifications. A letter entitled "Parent's Right to Know" letter is sent home and allows the parent to fill in the name of their child's teacher with directions to send it back to school. It is then sent to the district office and completed and returned to the parent. It also indicates if their teacher has met all qualifying criteria to earn teacher certification. If they have not, it indicates that as well. Also, if a child's teacher is out of the classroom for more than four weeks, a letter is sent home to inform parents of the situation.

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 informed of opportunities through the local newspaper, school newsletter, JIS website, JIS Class DOJO, and JIS Facebook page for communication with parents and community about activities taking place at the school. Parents are invited to attend our annual Title I Parent Advisory meeting where information about Title I-VI funds is shared. Parents helped plan and decide how money would be spent to build student success. A county website is also maintained so that parents and stakeholders may communicate with faculty and staff about events at the school as well as monitor student progress by communicating with teachers. Class Dojo is used in classrooms to monitor student behavior and as a communication tools with parents. All teachers keep and utilize communication logs with parents within their own classrooms. Clarke County is using a CCBOE app for smartphones that is used to communicate community news, events, and other pertinent school information.

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).

The Annual Title I meeting was held to explain the curriculum to parents. Parents are informed through newsletters, bulletin boards, the school marquee outside the school. An annual meeting is held 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. Progress reports are sent home every 2 weeks as well as a quarterly report card. We have several students in which we send communications home in their native language.

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

Funds being allocated for parent involvement are being used for parent engagement events throughout the school year to include: family reading and math literacy nights, which will include information for our families with special needs students, family library night, and other PTO scheduled events. These engagement activities will bring awareness and involve parents in the learning process for students.

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))

Communications going out are provided to parents in their native language. Our building has ramps in several locations making it handicap-accessible. We have currently 4 ELL students. Communication is provided to parents through multiple accessible outlets that include: newsletters, local news papers, use of automated telephone messaging system, social media (Facebook), school website, School Status and CCBOE smartphone app. At the beginning of each school year, a meeting is held and the public is invited to inform parents of Title I requirements and offerings. Progress reports are sent home to parents every 2 weeks. Quarterly report cards are sent home and signed by parents for acknowledgement of student progress throughout the school year. Each parent has the opportunity to access their student's grades through Clarke County Powerschool Parent/Student Portal to monitor weekly progress. Classroom teachers are using various forms of communication tools within their classrooms that include: Class Dojo. Open house meetings are held at the beginning of the school year, in which each student's parent has an opportunity to meet with the classroom teacher and discuss student needs as related to the education of their child. Parent's are invited to attend their

student's annual IEP meeting and provided a copy of their special education parental rights.

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))

All parents, teachers, students, and the principal sign a parent-school compact at the beginning of the year stressing the importance of working together to have a successful school year. The compact includes the following: School Responsibilities, Parent Responsibilities, and Student Responsibilities. The compact is kept on file for each student. Students, teachers, and parents also use a communication folder or Binder to carry papers, notes, etc. to and from school.

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

The ACIP will be made available on the school website, at PTO meetings and at parent conferences. Copies will also be available in the school office, the school media center, the central office, and the parenting center. Reminders will be placed on the report card suggesting that parents read the ACIP and offer suggestions accordingly. An email address will be posted on the website address for comments along with a "dropbox" at the school.

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 ACIP will be made available on the school website, at PTO meetings and at parent conferences. Copies will also be available in the school office, the school media center, the central office, and the parenting center. Reminders will be placed on the report card suggesting that parents read the ACIP and offer suggestions accordingly. An email address will be posted on the website address for comments along with a "dropbox" at the school. JIS has a Parenting Day held at the school. Parent are invited to attend to visit/conference with the classroom teacher to inquire about their child's academic progress. Literacy Night will also be held at JIS.

Parents that attend will receive information regarding the Alabama's Literacy Act. This law aims to improve reading proficiency for public school students in grades K–3.

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 provide assistance to parents in helping them understand academic standards and assessments, and how to improve student achievement, JIS parents, students and teachers all commit to signing the Parent/Student/Compact. Each teacher at JIS is also required to hold parent-teacher conferences to help parents monitor their child's progress and work with teachers to improve the achievement of their children. Each year, JIS also holds its annual Title 1 meeting to inform parents of the Title I requirements and benefits. On Parenting Day, flexible scheduling is done by teachers to accommodate all parents of general education and special education students. Technology training on how to access school website and using Clarke County Powerschool home portal.

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.

Parenting Day is a day established system wide to encourage parent involvement throughout our schools. Parents, students and community members come enjoy presentations and activities dealing with such topics as bullying, family fitness & nutrition, internet safety, math in action, reading and Common Core Standards. Teachers use this as a day of fun for the parents and students, but it is a teaching opportunity to educate parents to be able to help their child. It is also a more relaxed environment to do so. Our school website, social media sites and announcement letters allow us to communicate to both our parents and community members.

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.

We have an active PTO and a parent volunteer program. Our PTO continues to grow each year. It also encourages fundraising to support our efforts to meet the needs of our school as they arise. Our parent volunteers are in the school twice a week unless needed for an extra event. Our after-school tutoring program is used to as an opportunity for extended learning after regular school hours.

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.

Information concerning schools events are available through postings on the school/county website, placement on our marquee, handouts to the students, social media cites, CCBOE smartphone app, as well as the school call cast system.

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))

Communications going out are provided to parents in their native language. The native language for EL student's currently at JIS is Spanish. iPad and smart phones are used to help interpret for EL students. Our building has ramps in several locations making it handicap-accessible. We have currently 4 ELL students. EL Tutors have been contracted throughout the county to work with identified EL students and can communicate school information to parents in their native language. The special education department also provides an oportunity for students to attend the Clarke County Fair. Parents of special needs children are encouraged to attend with their child on this day.