

## 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))

When student orientation is held at the beginning of the school year, more parents attend this meeting than any other school function. At the same time, we hold our Title I School Night and explain the requirements, the Asbury school situation, and what it means for us to be a Title I school. We also solicit feedback and opinions on our school, programs, and direction. The Marshall County School District also requires us to send home paperwork to all students that explains the requirements and their parental rights. These forms are also sent home in Spanish to households that English is not the primary language.

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 schedule meetings at convenient times for our parents. Most of our families work and are hard to reach during the school day. We offer our orientations, Title meetings, and other parent meetings in the evenings to accommodate our working families. When it is convenient, we hold meetings during the school day so that parents can stop in at any time during regular school hours to receive information and ask questions.

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 asked for feedback and their opinions on our plan at the Title I meeting. They are also encouraged at this meeting to come to us with ideas and feedback at any time throughout the year via school visit, email or phone call. We also send home surveys in English and Spanish that are used to formulate decisions based on parent perceptions.

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

Funds are being used to enable communication including automatic phone calls, printing resources that go home in multiple languages, and through messages posted on our outdoor marquee.

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))

Our school employs a translator that helps us translate all transmissions that are sent to the home. We ensure that the homes where Spanish is the primary language that they receive information in Spanish. We also use our translator for all meetings with Spanish-speaking families and to make contact via phone to the homes where those students reside. Progress reports, report cards, and standardized testing results/explanations are also sent home each 9 week grading period. We regularly communicate important events, pertinent information regarding students (including discipline, praise, school-sponsored events, district-sponsored events, etc.) via paper copies, email, phone calls, and through the school website. The administration openly shares their email addresses so that the parents can openly communicate at their convenience. The administration is always available to take meetings during the school day, and by appointment, when necessary.

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))

Parents are sent and encouraged to return surveys that will enable us to compile the perceptions of our community. We use that information to make changes. Students and parents are involved in the creation and to make any changes to our School-Parent Compact. We work hard to establish relationships that ensure parents and the community know we value their feedback and input.

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

Parent feedback is encouraged and invited during meetings that are held at the school. We welcome parents to come by and voice their opinions through private meetings, as well. Parent feedback is also solicited through surveys that are sent home and also provided via an online format.

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.

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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.

Teachers and staff are presented with websites, research, and other useful resources to show the importance of parental involvement. These resources also provide school and classroom tips to get more and better parental involvement. As the resources show, there is a plethora of information that shows the significance and impact of parental involvement.

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 are encouraged to attend all school functions, including orientations, Title I meetings, and EL parent meetings. The school will work to educate parents on school issues and how they can be more involved in our school. We will continue to have parent meetings and communications through our social media, email, and letters to the households.

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.

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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.

We are open to suggestion and take all parental concerns seriously. We work to modify outreach as necessary when needs are not being met.

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))

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