## 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)**

At the start of each school year during Open House, Zion Chapel School holds an Annual Meeting of Title I Parent for the purpose of informing parents of the school's participation in Title I, explaining the requirements of Title I, and explaining parents' rights to be involved. This meeting is advertised to the community through road signs, SchoolCast, the school website, and local newspapers to ensure maximum parent participation in the meeting. Because Zion Chapel is a Title I school, we receive federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for identifying students experiencing academic difficulties and providing timely assistance to help these students meet the state's challenging content standards, purchasing supplemental staff/programs/materials/ supplies, conducting parental involvement meetings/trainings/activities, and recruiting/hiring/retaining Highly Qualified Teachers. Being a Title I school also means ensuring parental involvement and parents' rights to be involved in the development of the LEA Title I Plan, our school's ACIP, and the budgeting of our school's Title I funds. Receiving Title I funding also means that 1% of our Title I funds are set aside for parental involvement use.

**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.**

Zion Chapel offers flexible parent meetings throughout the year. We offer separate times for Open House visits for elementary and high school, as well as a four-hour window in the afternoon/evening for parent night/Open House. Daytime meetings can be scheduled at the convenience of the parent. We also offer a variety of activities for children during the school's Parent-Teacher Conference Night in October. These include games, activities, and snacks. An Annual Meeting for the parents of Title I schools is held during each school year with flexible offerings.

During these meetings, parents are given a description and explanation of the curriculum in use, forms of assessments used to measure student progress, and the proficiency levels students are expected to meet.

**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).**

All Zion Chapel parents are invited to our annual Open House/Title I Parent Meeting in August where we educate parents on their rights and their involvement in the planning, review, and improvement of the Title I Program. All parents have the opportunity to be involved in the decision-making process. During the year, other meetings are conducted during which parents are given opportunities to offer input, make suggestions, share experiences, and participate in the decision making process. Parents will be informed at the annual meeting of their right to express their disagreement with any aspect or component of the LEA Consolidated Application for No Child Left Behind funds by contacting the Coffee County Schools Federal Programs Coordinator.

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

- a description and explanation of the curriculum used at the school , the forms of academic assessment used to measure students' progress, and the proficiency levels students are expected to meet; - if requested by parents, opportunities to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children, and respond to any such suggestions as practicable; - assistance to parents of children served by the school or LEA, as appropriate, in understanding suggestions as practical; - assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessment, the Title I, Part A requirements, and how to monitor a child's progress and work with educators to improve the achievement of their child; - materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology to foster parental involvement; - assistance in communicating with teachers; - information related to school and parent programs, meetings, or other activities in a format and, to the extent practicable, in a language the parents can understand; - parental involvement activities as requested; - literacy training if all other reasonably available sources are exhausted; and, - reasonable transportation and child care costs to enable parents to participate in school-related meetings and training sessions.

1. **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))**

Zion Chapel School will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: - Parent surveys have been distributed in both English and Spanish as needed - Information may be translated as needed by requesting assistance from the central office - When applicable the services of a translator are utilized. - Transact will be utilized to provide certain documents in students' home languages as needed. - Interpreters are provided for meetings as needed for parents that do not speak English. - Materials will be provided in an understandable format. - Hold an annual ESL parent information session, if needed. Information is given to parents on various topics, and parents are given an opportunity to ask questions. are given an opportunity to ask questions. The LEA plan for Migrant, Immigrant, Neglected and Delinquent, and Children and Youth Experiencing Homelessness will be followed. Zion Chapel will also provide opportunities to educate teachers, central office staff, principals, and other 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. The school's Home-School Compact also addresses the importance of communication between home and school in an ongoing basis through, at a minimum: parent / teacher conference at least annually during which the compact will be discussed as it relates to the individual child's achievement; frequent reports to parents on their child's progress; notification of their child's progress on state assessments; reasonable access to staff; opportunities to volunteer and participate in their child's class; and observation of classroom activities.

1. **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))**

Zion Chapel School has developed (jointly with parents) a written school-parent compact for all children participating in Title I, Part A activities, services, and programs. This compact is part of the school's written parental involvement plan developed by the school and parents under section 1118(b) of the No Child Left Behind Act of 2001. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state standards. School administrators, faculty members, parents, and students serve on the Parental Involvement and

Home-School Compact Committee which agrees upon activities and actions that will support effective parental involvement and strengthen student academic achievement. In addition, during this meeting we conduct an annual evaluation of the content and effectiveness of the parental involvement plan in improving the academic quality of our school, including identifying barriers to greater participation by parents in authorized activities. These findings are used to design more effective strategies and make necessary revisions to the plan. All parents are made aware that the plan is being evaluated and understand the procedure that is in place to allow them the opportunity for input. Input may be from serving as a member of the committee conducting the evaluation, completing a parental involvement survey, participating in parent focus groups, etc. The input, including the results of the parental involvement survey, are used to assist in addressing the evaluation of the plan.

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

Parents will be informed at the annual meeting of their right to submit to the Coffee County Federal Programs Director their comments of dissatisfaction with the school's Parental Involvement Policy and Continuous Improvement Plan once it is submitted. The Parent and Student Advisory Committees meet periodically to evaluate and revise, if necessary, the Title I Plan, the Title I budget, the Parental Involvement Policy, the Parental Involvement Plan, Home- School Compact, the method of allocating funds to the schools (i.e. Set Asides), and other federal programs' policies and program components.

**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 and community participation will be promoted and encouraged. When parents feel they have the power to change and control their circumstances, their children tend to do better in school. Their parents are also better equipped to help them. When schools work with families to develop their connections, families become powerful allies of the school and advocates for public education. Not later than thirty days after the beginning of the school year, parents must be informed of identification, level of proficiency, instruction, IELP objectives, exit requirements, and academic achievement standards for promotion and graduation. Parents and community members who speak a language other than English are invited and encouraged to participate in all school and system level programs and activities as English speaking parents. The school system will provide the following: - Conduct an annual evaluation of educational programs to identify and eliminate barriers that may exist in preventing parents from participating in school activities - Provide an interpreter to assist in school registration, if needed - Provide an interpreter for parent/teacher conferences - Provide notices of school meetings and other activities in the language parents can understand - Provide opportunities for parents to participate in the education of their children - Provide opportunities for parents to be included on school and system level committees

**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.

The Coffee County School System and Zion Chapel School will use effective strategies to implement effective parental and family involvement in the Title I Program. It is the belief that there is a shared responsibility in educating children. There must be a sense of shared responsibility and accountability from the school and the home. To this end, there will be a unified effort to build partnerships with the parents and families of our students. This partnership will be accomplished through parental notification of the Title I Program and parental involvement activities. The Home-School Compact will be developed with the involvement and input from parents. This compact is customized for our school and updated annually. It is distributed to each Title I parent as an agreement to work cooperatively for each child's school success. The goal is to help accomplish the desired learning and to establish open communication between parents and school staff. Our school's compact consists of an agreement by the teacher, parent, and principal. In the lower and upper grades, the student also signs the agreement. Each agrees to carry out his/her responsibility.

**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.

In addition to Title I activities, parents will be also invited to participate in the school system or school activities (to the extent allowable under COVID-19 guidelines) which may include: Family Literacy Services Parent Visitation Day (Statewide Observance) Parent / Teacher Conferences Home and School Newsletter Family Reading Night Grandparents Day Parents' Lunch Day(s) Kindergarten Open House Parent Orientation and Open House Kindergarten JUMPSTART PreK JUMPSTART Parenting Sessions PTO Parent Luncheons School / Parent Newsletter Community Involvement Business Partnerships Read Across America Week FAFSA Help Night Senior Parent Night Fall/Spring Festival

**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.

The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including

alternative formats upon request, and (to the extent practicable) in a language the parents can understand. Examples include: - Title I brochure - Migrant brochure Zion Chapel ensures information is relayed in multi-language formats as needed and requested. - Homeless brochure - SchoolCast - TransAct - Parent/Student Information Guide - Student handbook - School website - Power Schools Home Portal

**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.

Parents are invited and encouraged to serve on various advisory committees throughout the year. These advisory committees function to create school calendars, revise the school-home compact, revise the parental involvement plan, as well as to offer feedback concerning different activities and events throughout the year. We strive at Zion Chapel to create an environment that encourages parents to become active participants in their child's education. When parents suggest activities or changes they would like to see, the building leadership takes them into consideration and, when able, acts upon the request.

1. **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))**

Parents shall be given written notice that their child has been classified as EL. The notice shall request parental approval (as indicated on the EL Committee documentation) to place the student in the EL program, as well as information about the benefits of the program and that it is an integral part of the school program as a whole. The notice shall be printed in English as well as their native language with the TRANSACT program. If this is not possible, an interpreter will be asked to convey this to the parents of the EL student. Entry into the EL program must be approved in writing by the student's parent or guardian. Approval shall be considered valid for the student's continued participation in the program until the student meets the exit criteria, graduates from high school, or the parent requests a change in the program placement. Zion Chapel School will, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program. When applicable and when available, printed materials will be translated used and/ or the services of a translator utilized.

## eProveTM strategies: Goals & Plans

The school has completed all components of its ACIP in eProveTM strategies.

**Yes**

No

# Attachment Summary

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| **Attachment Name** | **Description** | **Associated Item(s)** |
| 7-12 Title 1 Surveys |  | • |
| ACIP Meeting Sign-in Sheet | Initial meeting to review data and potential goals. | * 1 |
| Comprehensive Needs Assessment |  | • |
| Coordination of Resources Comprehensive Budget |  | • |
| K-6 Title 1 Surveys |  | • |
| Parent/Student Compact 21-22 |  | • |
| Parental Involvement Plan |  | • |
| Title 1 - Open House |  | • |