

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))

Kinston School holds an annual Title I meeting in conjunction with Open House at the beginning of each school year. A presentation is provided that details Title I requirements, including the 1% set-aside, and the rights of parents involved. Open House to include the Title I meeting is publicized through the radio, newspaper, SchoolCast, school marquee, and school Facebook page.

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.

Teachers encourage parents to contact them with questions or concerns and often schedule parent-teacher conferences before school, during planning, and after school. Teachers and administrators are always available to contact through email correspondence or phone calls. Also, parents have access to PowerSchool Parent Portal.

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).

Parent representatives are members of the Title 1 committee. Parents are encouraged to voice concerns, opinions and vote to approve or amend budgets and how they are allocated.

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

Funds for parent and family engagement are being used to provide school handbooks, student/parent flyers, event flyers, and informative parent newsletters available to all parents and 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))

We notify parents of special events or dates about Title 1 programs through teachers' weekly newsletters, school website, marquee, Facebook, and school cast. We make all information that goes home in multi-language if requested. Teachers will schedule meetings, at times convenient for parents, to provide information on the curriculum's being utilized in the classrooms, programs used to increase student achievement, as well as answer any questions or concerns parents may have pertaining to curriculum, student achievement, and classroom expectations.

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))

Our Compact is signed by teachers, parents and students ensuring that they understand their responsibilities and to ensure success in the classroom. Teachers are encouraged to review the Compact at all parent teacher conferences. Parents are informed of the Compact at the Title I informational meeting held prior to Open House and also through a school-wide phone call. Signed and returned Compacts are kept on file at the school.

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

Our parent representatives are encouraged to express concerns during parent advisory meetings. Our parent brochure instructs parents and community stakeholders to contact our school office with questions or concerns. Parents are also able to contact school administrators via email. Parents are encouraged to voice any dissatisfaction at parent meetings, scheduled conferences, and phone calls to the schools.

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.

Training shall be provided during teacher/parent conferences and during Open House presentations. Information will include curriculum content, how standards relate to instruction, academic assessments/tests that will be administered throughout the school year to monitor student progress, a review of supplemental technology programs and how teachers are utilizing these programs in the classrooms.

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.

Parents may request training sessions that are individualized to help in their specific area of need. Materials may be requested from the teachers and meetings held with them.

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.

The staff of KS will build a rapport with families and community stakeholders by informing them of important dates, providing them with opportunities to become

active participants in building ties between parents, community stakeholders and school staff for the betterment of our student body. The school routinely utilizes the school website, school Facebook page, school-wide phone calls, and the school marquee as a means of communicating information. The School/Parent Compact is used to relay the responsibilities of all stakeholders.

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.

Parent and family engagement information is relayed in multi-language formats as requested.

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.

Parent and family engagement is highly encouraged throughout the school. Our county sends home the HOPE survey. Also, teachers send home a note at beginning of the school year asking how parents would like to volunteer in their child's classroom. In years past, parents and grandparents attend special events such as, Parent Luncheons, Read Across America Week, Fire Safety Events, GRITS- Grandparents Reading in the School, Lights on Afterschool and Open House. Some individuals also volunteer time to help make copies for classroom teachers or help with classroom projects. PTO meetings are also held throughout the year. However, due to the COVID-19 pandemic this year the school is seeking alternative methods

to involve parents since outside visitors are limited on campus. Fortunately, the school has been able to involve parents at registration events, Open House, Lights on Afterschool, the fall and spring book fairs, and a holiday literary event.

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))

Parent meetings are held before and after normal work hours to accommodate the majority of parents' schedules. Parents also have the ability to schedule conferences during school hours if this better suits their scheduling needs. When applicable and when available, printed materials will be translated used and/ or the services of a translator utilized.