

## 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))

During the first month that school is in session, Fort Payne Middle School will hold its required Parental Involvement Night for parents. Parents are notified of the PIN through notices sent home by students in English and Spanish and public postings in English and Spanish. We provide a translator for our Parental Involvement Night. The following topics are reviewed in the classroom at the beginning of PIN and in each classroom using Powerpoint: - What it means to be a Title I 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 leadership and staff of Fort Payne Middle School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Fort Payne Middle School believes in involving parents in all aspects of its Title I programs.

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).

Our process for how all parents have the opportunity for involvement in decision-making is as follows: Our PTO president has been trained on Title I, Part A, parental involvement, and parents' rights. She serves as a representative on decision-making committees and as contact person for the Title I parents to answer questions about parental involvement and parents' rights. She assists in evaluating the parental involvement plan and assists in training other parents to be parent leaders. We communicate with parents through the Website, Blackboard, Schoology, and Remind.

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

Our process for how all parents have the opportunity for involvement in decision-making is as follows: Our PTO president has been trained on Title I, Part A, parental involvement, and parents' rights. She serves as a representative on decision-making committees and as contact person for the Title I parents to answer questions about parental involvement and parents' rights. She assists in evaluating the parental involvement plan and assists in training other parents to be parent leaders. We

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communicate with parents through the Website, Blackboard, Schoology, and Remind.

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 year, Fort Payne Middle School will present information about its Title I programs, the curriculum, and forms of academic assessments used. Parents learn about priority goals in reading and math. 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 children. An interpreter is provided at all Title I meetings to communicate with non-English Speaking parents. In addition, documents are provided to the extent practical 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))

The compact is divided into three sections: The first section is for the parent or guardian of the student. This section addresses parent responsibilities with regard to their child's education and some activities in which parents are encouraged to participate. The parent/guardian is required to sign the compact. The second section of the compact is addressed to the student. It contains activities students are encouraged to perform which will improve their ability to achieve academic success. The student is required to sign the compact. The third section of the compact is addressed to the teacher. It contains a list of items that the teacher agrees to do in educating the student. The classroom teacher is required to sign the document. These compacts are written in English and Spanish.

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, Fort Payne Middle School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all of the parents of the school. During the review process, all parents are notified of the review through a notice on the website. The notice makes parents aware that the plan is under review, that a copy of the plan is available for review in the library, and that the parents have the right to give input regarding the revisions of the plan. The notice also states that after the plan is finalized and approved, parents finding the plan to be unsatisfactory 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.

Fort Payne Middle School will accomplish this through its required annual Title I Parental Involvement Night held at the beginning of the school year, as well as with additional Title I parent meetings held throughout the year. Parents receive an overview of the state academic standards, academic achievement standards, and assessments. In addition, an explanation is given regarding Title I, what services are offered, and how parents have the right to be involved in their children's education. Parents learn about their role in helping their children 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.

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. (Describe) Fort Payne

Middle School's CIP Committee works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Since our CIP Committee identified reading and math as a goal, we help parents with the materials needed to help their child. Specific topics might 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.

Fort Payne Middle School will continue to work with its teachers through workshops, faculty meetings, and grade-level meetings on understanding the importance of parental involvement. Our CIP committee has placed special emphasis on the need to ensure a closer connection between our identified goals and our parent involvement activities. This year we will be working closely with lead teachers to insure that grade-level meetings include a parental involvement focus. The principal will set the expectation that teachers work closely with our parent facilitator in planning parental involvement activities and materials that best meet our schools identified goals.

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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Fort Payne Middle School coordinates its parental involvement program for all Title I parents. We hope to have many parents involved in our parenting activities. Teachers are encouraged to keep open communication with parents throughout the school year. Parents are encouraged to participate with book fairs, field days, and other school activities to help foster participation with their child's education.

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 currently have many students whose parents only speak Spanish. Information on all school meetings, parent notices, etc. is translated for parents in a language that they understand. In addition, we have a bilingual aide who assists in verbally communicating with these parents as needed.

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))

Fort Payne Middle School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency and Strategies to Increase Parental Involvement. FPMS presently has Spanish-speaking parents; therefore, all parent notifications may be translated upon request. In addition, we have a bilingual aide to assist in verbal communications with these parents. At this time, FPMS has no migrant students. Every effort is made to accommodate parents with disabilities. FPMS is a handicapped-accessible building.