

## 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))

The annual Title I meeting which includes explaining the 1% set-aside will be held at various times. All meetings will be convened by the parent and family coordinator and facilitated by the curriculum specialist and/or principal. The curriculum specialist and/or principal will address any questions after the participants have viewed the district approved slides. Chapman Middle School will convene an Annual Title I Meeting during the first part of each new school year. Parents/guardians will be invited to the meeting by a packet sent home with their child containing an invitation with the date, time and place of the meeting. This packet also includes an explanation about Title I and what each parent's rights are according to Title I. In addition to a written invitation, parents will be invited through our school webpage, newsletters and schoolcasts. The principal or curriculum specialist and/or principal is always present at the Annual Title I meetings to answer any questions parents/guardians might have about proficiency levels, forms or academic assessments used to measure student progress, and answer questions about the following: -The school's participation in Title I -The Continuous Improvement Plan-Parent's right to be involved in decision making of the school -The School/Parent Compact-The 1% set-aside for parental and family engagement -Parents Right-to-Know -The LEA Title I Plan and Parent and Family Engagement Plan -Academic content and achievement.

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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 Parent and Family Engagement Coordinator and Title I Curriculum Specialist will convene meetings at various time to include morning and afternoon sessions for flexibility. We chose a morning time, 8:30, and an evening time, 6:00, to accommodate parents' work schedules. Due to rising numbers of Covid cases, virtual meetings will also be offered. Parents will be surveyed to see how they would best see fit to utilize the 1% set aside, and if deemed necessary transportation, child care, home visits, etc. may be provided.

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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 Parent and Family Engagement Coordinator and Title I Curriculum Specialist will convene meetings at various times to include morning and afternoon sessions for flexibility, and interpreters will be provided as needed. Meetings will be advertised utilizing multiple methods (i.e. paper flyers sent home, Schoology announcements, Schoolcast calls, website announcement, etc.) Parents will be surveyed to see how the program might be improved and how they choose to utilize the 1% set aside.

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

Funds allocated for parent supplies are utilized for office supplies, outreach materials (pamphlets and newsletters), craft night supplies, and other supplies that can be used directly for engaging with the families/guardians of our students.

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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))

Chapman Middle will continue to work with its teachers through in-service, faculty meetings and regular face-to-face and email communication to emphasize the importance of parental and family engagement and to underscore the fact that parents/ guardians are our partners in successful student academic achievement. The CIP Committee will place special emphasis on the need to ensure a closer connection between the goals our school identified and our parent and family engagement activities. Some of those efforts include continuing, clear communication between school and families, frequent communication between teachers and families via phone or PowerSchools, and providing an open line of communication for parents/families to ask questions. There will be a school-wide emphasis on making Chapman Middle a family-friendly school.

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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))

Parent Compacts are delivered to 100% of students and the expectation is shared that 100% are to be returned, signed by all the teacher, parent, student, and principal. The Parent Advisory Council reviewed the School-Parent Compact in the spring. There is a box for comments located in the lobby at the parent and family engagement center. Concerns may be addressed during the Title I Parent Meeting, or submitted in writing anytime during the school year to administrators, office staff, or the parent and parent coordinator. All written concerns/complaints will be addressed within 10 school days. Also, parents were informed that they could submit any questions, concerns, or comments when the school made the plan available to the LEA.

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

We have an ongoing parent and family engagement process in place at our school. Chapman Middle employs a part-time parent and family engagement coordinator to conduct meetings and workshops for parents and to facilitate strategically targeted assistance when possible. Chapman Middle offers other regular meetings to solicit suggestions and participation in the decisions related to the education of their children. We also send surveys at multiple times throughout the year to solicit parent feedback anonymously to allow parents/guardians the comfort to speak freely.

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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 School/Parent Compact is signed by the principal, parent, teachers, and student to signify that everyone must be actively engaged in a child's education for optimum outcome. The School/Parent Compact is a working document because when a teacher or administrator contacts a parent or speaks with a child, the compact is part of the contact. The back of the compact has a place to note communication with the student and parent. Other contact notes are put in the student's School/Parent Compact file, located in each child's homeroom. At the end of the school year a meeting is held to review the compact. Parents and faculty are

encouraged to give input into revising the compact. The Student Council will be invited to review and comment on the student portion of the compact. Our school's responsibilities and commitments are listed under the Chapman Middle School/Parent Compact in the School/Parent Compact. Parents are encouraged to visit sites such as Schoology and PowerSchools to monitor their child's academic progress. Additionally, the Parent Coordinator schedules monthly meetings to handle topics that are relevant to parents, including utilizing technology to boost parent 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.

Faculty and Staff are educated on the importance and relevance of the Parent Compact during the first weeks of school via email and faculty meeting. The School/Parent Compact is signed by the principal, teachers, parent, and student to signify that everyone must be involved in a child's education for optimum outcome. The School/Parent Compact is a working document because when a teacher or administrator contacts a parent or speaks with a child, the compact is part of that contact. The back of the compact has a place to note communication with the student and parent. Other contact notes are put in the student's School/Parent Compact file, located in each child's homeroom. At the end of the school year a meeting is held to review the compact. Parents and faculty are encouraged to give input into revising the compact. The Student Council will be invited to review and comment on the student portion of the compact. Our school's responsibilities and commitments are listed under the Chapman Middle School/Parent Compact in the School Commitment Section. In addition, the parent's responsibilities and commitments are listed in the Parent/Guardian section of the Chapman School/Parent Compact. Parents are encouraged to visit sites such as Schoology and PowerSchools to monitor their child's academic progress. Additionally, the Title I Curriculum Specialist and administration model positive communication with parents and families beginning with the first faculty meetings of the year, and monthly meetings are held with various topics and the common theme of working to build ties between families and school.

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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.

Chapman Middle will continue to work with its teachers through in-service, faculty meetings and regular face-to-face and email communication to emphasize the importance of parental and family engagement and to underscore the fact that parents/ guardians are our partners in successful student academic achievement. The CIP Committee will place special emphasis on the need to ensure a closer connection between the goals our school identified and our parent and family engagement activities. Some of those efforts include continuing, clear communication between school and families, frequent communication between teachers and families via phone or PowerSchools, and providing an open line of communication for parents/families to ask questions. There will be a school-wide emphasis on making Chapman Middle a family-friendly school, and the Parent and Family Engagement Coordinator will host monthly meetings with various topics designed to boost parent and family engagement at school.

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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 Parent Coordinator and Title I Curriculum Specialist will convene meetings at various time to include morning and afternoon sessions for flexibility, and interpreters will be provided as needed. Meetings will be advertised utilizing multiple methods (i.e. paper flyers sent home, Schoology announcements, Schoolcast calls, website announcement, etc.) Our parent and

family engagement center is located in the lobby of the main entrance of our school. We also have a parent and family engagement room designated to parents/ guardians for workshops and meeting. The families of our ELL students are encouraged to attend all parenting activities, and information, where feasible, is sent to parents/guardians in a language that can be easily understood.

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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.

In addition to those methods stated above, Chapman Middle's Title I Curriculum Specialist and Parent Coordinator are open to all reasonable parent requests. Meetings are held at various times, food is provided whenever possible, and parents/families are asked about other needs such as childcare and transportation on our Title I Parent Survey. Responses to that survey are collected and analyzed at least twice yearly.

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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))

The ELL students at Chapman Middle School will receive English as a Second Language Services when needed and the ESOL teacher, who works with them, will be in contact with the parents/guardians to ensure that all parental and family needs relating to the academic success of these students are met by the school. Communications sent home with students will be sent in the appropriate language, whenever possible. Bilingual school staff members may be called upon to translate when necessary. Translators are also available through the Federal Programs ESOL Department when notified in advance.

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