Jefferson Elementary School

Hawthorne School

Josh Godin
Principal

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Parents input is requested through a Parent and Family Engagement Survey sent home to all families. The information provided in the survey is shared with the English Language Learner Advisory Council (ELAC) and School Site Council (SSC). The data collected from the survey is used by SSC to write and approve the Parent and Family Engagement Policy. The policy is then shared at the ELAC meeting. All parents are provided with a copy of the Parent and Family Engagement Policy in English and Spanish at the end of the first trimester. Copies of the policy are available to any and all stakeholders upon request from the office.

To involve parents in the Title I, Part A programs, the following practices have been established:

* All parents have the ability to provide input solicited via the Parent and Family Engagement Survey sent home to all families

* SSC and ELAC also provide vital input towards writing the policy

*Once approved by SSC, copies of the policies are sent home to all families in English and Spanish. This occurs within the first trimester.

*In order to update the policy each year, data is obtained from parents using input from the Parent and Family Engagement Survey, SSC meetings, and ELAC meetings

*The policy is updated and approved annually

*Copies of the Parent and Family Engagement Policy are available in English and Spanish in the school office for the local community

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

* The annual Title 1 Parenting Meeting was held on October 11, 2018 at 8:45 am in the Jefferson Elementary School Cafeteria. The principal presents a PowerPoint presentation outlining the components of the Title 1 program.

* Parents were notified by an all-school PACE message and all students were given invitations to provide to their parents.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

* Parent surveys are used to determine parent preference on meeting times. Parents preferred both morning and afternoon meetings. Meetings are scheduled throughout the day to meet the needs of parent schedules.

* SSC and ELAC committee members determine individual meeting schedules for the year. District workshops are held in the morning and repeated again in the afternoon to accommodate parents' needs. Several workshops at Jefferson are held in the morning and several family activities are held at night to encourage whole family engagement.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

* SSC creates the parenting survey which is sent home to all parents. Parents are encouraged to provide input, which is vital for the continued improvements of the Title 1 program. The survey is used to guide SSC throughout the year. SSC completes the needs assessment, which is used to create the goals for the school plan. These goals are monitored monthly by the SSC.

*The ELAC committee meets at least 4 times a year and provide English Language Learner input to the SSC.

*In addition to the parent survey sent to each family, input from parents is encouraged through attendance of SSC and ELAC meetings, coffee with the principal, and coffee with the coaches. The school administration is also available any time to speak with parents and gather input.

*Information from the survey is used in the planning, reviewing, and improvements of the School Parent and Family Engagement Policy. Input from ELAC to SSC is used in completing the final document.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]). How does the school provide the information?

* The administration holds a Title 1 parenting meeting at the beginning of the school year. Parents are notified of the meeting through an all-call PACE message and parent invitations are sent home with students. A PowerPoint presentation is presented outlining the Title 1 program established for the year.

*The Title 1 evaluation is completed through the SSC with input from teachers, parents, and ELAC committee. All parents are invited to the SSC meeting to review the Title 1 program evaluation.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

* Parents are provided with information about the core curriculum through a variety of methods. The district and school websites provide links and access to the various components of the core curriculums. Teachers review all textbooks with parents at Back to School Night. The curriculum is also presented as part of the Title 1 parenting meeting. Coaches provide parent workshops throughout the year, and students are given log-in access codes to utilize the curriculum at school and home.

*Parents are provided information about the academic assessments used to measure the achievement and proficiency level expectations three times a year. Benchmark Advanced unit assessments, STAR Early Literacy, and STAR Reading, and Envision benchmark tests are used to monitor students' proficiency and growth throughout the year. This information is made available to parents on trimester reports and also reviewed during parent-teacher conferences.

*Staff members are trained on all district adopted curriculum through professional development opportunities, unit planning, and data meetings. These trainings offer support for teachers to inform parents of their students' progress.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide opportunities?

* Parent-teacher conferences are held twice annually for all students. Parents have access to teachers if additional meetings are needed. If the parents, teachers, or data show concerns for Title 1 students, Student Success Team (SST) meetings are held to identify additional supports needed. During these meetings, any parent concerns are addressed and handled accordingly.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

*Parent input is important in developing the Home-School Compact. All parents are invited to SSC meetings. EL parents are invited to attend the ELAC meetings. Teachers and parents collaborate and provide suggestions and input which is used by SSC to create the Home School Compact. The Home School Compact is reviewed and updated annually by SSC. Home School Compact is distributed discussed annually at 1st-trimester parent-teacher conferences.

*The Home School Compact discusses the school's responsibility in providing high-quality instruction using the state adopted standards. Differentiated instruction is provided to meet the needs of all students, and implementation of the Olweus Anti-Bullying Program.

*Parents are encouraged to be involved in their child's education and participate in a variety of school events. Parents are encouraged to support their students in attending school on time, receiving adequate sleep, completing homework and a healthy diet. Students are responsible for working to the best of their ability in all academic areas, both in class and at home.

*The student is responsible for following school and classroom expectations, and Olweus Anti-bullying program.

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Information about content, achievement standards and state and local assessments are shared with parents multiple times throughout the year. Teachers review this information at Back to School Night. The topics are discussed at various SSC and ELAC meetings. Parent informational meetings are provided to help parents understand assessments and student results. The principal conducts a parent meeting and provides CAASPP data. The coaches provide parent workshops on content support and assessments. Trimester reports also provide parents with their student's results and progress on state and district assessments. At Back to School Night, Parent-Teacher Conferences, and Parent Workshops, parents are provided with ideas, suggestions, and strategies to promote student achievement. Administration and support staff attend district training in order to keep parents and staff up to date with current information.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

*Workshops are provided throughout the year by the district, counselors, and coaches. At these meetings, materials are provided that may positively impact the student's achievement and help parents support their child.

*All-call PACE messages, fliers, and the website calendars inform parents of the available training.

*Workshops and training are created based on data from the needs assessment, school assessment results, and parent input.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

*During staff site

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

* Parents are an integral part of the educational process. At Jefferson school we have a designated room for parents to utilize. The room is supplied with materials for parents to use to support their students' learning such as books, instructional games, document camera, computer, printer, and classroom supplies. Parent to the Rescue is a group of parents and community members who meet weekly in the parent center.

*Several of the Parent to the Rescue members volunteer at the various family events coordinated by the school site and at the district level. This includes The Pet Extravaganza, Art Night, Game Night, Literacy Night, Movie Night, and as art docents in the classrooms.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

*All parent communication, both orally and written is provided in both English and Spanish.

*The office staff and special projects aide provide oral and written Spanish translations for all school paperwork and meetings.

*Teachers that do not speak Spanish are provided a translator when needed during parent teacher conferences and informal meetings. When necessary written communications sent home by teachers are translated by the office staff or special projects aide.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

*Materials are purchased for Parent Workshops such as, printer, paper, cardstock, folders, books, etc. as needed. Extra hours are provided for the special projects instructional aide when translations are needed for parent teacher conferences and family engagement activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of

migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by Jefferson Elementary School on March 5, 2020 and will be in effect for the period of March 5, 2020 – March 5th, 2021.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: June 03, 2020.

Mr. Godin

Signature of Authorized Official

March 5, 2020

Date

California Department of Education
July 2019