

TITLE I SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY**EVERGREEN ELEMENTARY SCHOOL - 2020/2021**

With approval from the local governing board, Evergreen Elementary School (EES) has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. This policy was drafted and is continually reviewed during the Annual Title I Meeting held at EES as well as at a School Site Council (SSC) meeting. It is also discussed at the English Learner Advisory Committee (ELAC) meeting. EES has distributed the policy to parents and family members of children served under Title I, Part A in two ways: the policy is in the Evergreen Elementary School Parent Handbook (in English and Spanish); in addition, a copy of the policy along with the Evergreen Elementary School Compact is sent home with all students. They are to review the policy and compact, sign it and return it to the school. EES has distributed the policy to parents and family members of children served under Title I, Part A. (20 U.S.C. § 6318[a][2])

1.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

During the 2020-2021 school year, parents and family members will be invited to participate in the Title I program at EES virtually; in person accommodations will be made for those with limited/no digital access from home and illness prevention and physical distancing measures will be followed.

The following practices have been established as well:

- a) EES convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
 - i) The Annual Title I meeting is held in early fall and is connected with our Back-to-School Night evening. An invitation and agenda is sent out to all parents in advance. At this meeting, the Title I program is described in full, including the right of parents to be involved. In addition, BP 6020.11 and BP 6020.1 are discussed as well as the EES Compact. Standards, curriculum, instruction, and assessment are covered as well as the School Plan for Accountability goals and progress towards meeting those goals.
- b) EES offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
 - i) EES holds various meetings - varying from the Annual Title I meeting held in the evening, to Parent-Teacher Conferences and Student Success Team meetings held before, during, or after school to accommodate parents' schedules.

- c) EES involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])
 - i) At the EES School Site Council meetings (where five parents are members), the Parent and Family Engagement Policy and School Plan for Student Achievement (SPSA) are reviewed, and improvements are discussed and give shape to additional strategies regarding the improvement of academic quality moving forward.
 - ii) At the EES English Learner Advisory Committee meetings, data in relation to English Learners as part of the School Plan for Student Achievement goals are reviewed, and improvements are discussed and give shape to additional strategies regarding the improvement of academic quality moving forward.
 - iii) Annually, parents and family members are invited to an Annual Title I meeting where the Parent and Family Engagement Policy is reviewed and data in regards to the School Plan for Student Achievement (SPSA) goals are discussed; additional strategies regarding the improvement of academic quality moving forward are planned for.

- d) The school provides parents of participating children with the following:
 - i) Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - 1) Information about the Title I program is provided for all during the Annual Title I meeting. Minutes from the meeting are shared electronically with all EES parents via email and posted on the EUSD/EES website.
 - ii) A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])
 - 1) The curriculum and assessment used to measure student progress as well as standards are shared at the Annual Title I meeting. In addition, this information is available on the EUSD/EES website.
 - iii) If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
 - 1) Student Success Team meetings are held at the request of parents (or at the request of the school/teacher) as often as necessary and calendared within 72 hours after the request is made. The goal of these meetings is to reflect on an individual student's strengths, current concerns and review relevant data, and formulate a recommendation moving forward.

- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

- i) Parent comments on the plan gathered from the Annual Title I meeting are captured in the minutes and submitted to EUSD.

1.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
 - i) This information is shared at Back-to-School Night as well as during the Annual Title I meeting. The conversation is continued during Parent-Teacher Conferences held approximately 6-8 weeks later. Throughout the remainder of the academic year, this conversation continues through Progress Reports, and Reports of Student Performance and Progress. Student Success Team meetings are held to address any attendance, behavior, or academic concerns and provide additional assistance/recommendations as necessary.
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
 - i) Materials and training for parents are provided to support them in their work with their children in regards to their social/emotional and academic development. Handouts with information about home connection activities for the social-emotional curriculum are sent home through the monthly newsletter as well as from the classroom teacher. In addition, teachers provide parents with materials (flash cards, home readers, etc..) to support learning at home.
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, 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. (20 U.S.C. § 6318[e][3])
 - i) Professional Development at the beginning of each academic year and at least one Professionals Learning in Community (PLC) workshop during the academic year is devoted to ensuring staff are provided with support for better understanding how to work with parents as equal partners and how to effectively communicate with them.
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool 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. (20 U.S.C. § 6318[e][4])

- i) EES parent and family engagement programs and activities are coordinated with the EUSD LCAP, EUSD EL Master Plan for English Learners/English Learner Program, EUSD Technology Plan, EES Comprehensive Plan for School Safety.
 - ii) EES parent and family engagement programs and activities are coordinated with other programs on the EES campus, as appropriate: Evergreen State Preschool and EES Before/After School Care Program.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- i) Printed and emailed newsletters, messages, and reporting documents - translated in languages spoken at EES (English and Spanish) - as well as digital communication through social media and Aeries Communication (translated into Spanish) are provided.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
- i) EES encourages parents to provide feedback about ways to become engaged with their child's school so that they may consistently improve the home-to-school connection.

1.3 Accessibility

Evergreen Elementary School to the extent practicable, provides opportunities for the informed 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 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- a) Printed and emailed newsletters, messages, and reporting documents - translated in languages spoken at EES (English and Spanish) - as well as digital communication through social media and Aeries Communication (translated into Spanish) are provided. In addition, a translator is available at the Annual Title I meeting and ELAC meeting.

1.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that 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's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
- i) The EES School-Parent Compact communicates that we will:
 - a. Provide high-quality curriculum and instruction that enables the students served to meet the CA State Standards in a safe, supportive and effective learning environment (when in-person instruction is allowed (Plan A) and in a supportive virtual space when under Plan C) that enables the students served to meet the CA State Standards.
 - b. Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities (when permitted)
 - c. Promote healthy hygiene practices; intensify cleaning, disinfecting, and ventilating; promote the use of personal protective equipment; attend to illness prevention; encourage physical distancing and the use of face coverings.
 - ii) The EES School-Parent Compact communicates that parents will:
 - a. Support their child's learning by ensuring that he/she has proper rest and nutrition
 - b. Be sure their child attends school on time and on a regular basis, when healthy
 - c. Support their child's learning by reading with him/her
 - d. Help set a positive tone for learning with their child
 - e. Participate in decisions relating to the education of their child through a mutually respectful relationship with school staff
 - f. Support their child's class/school (i.e. communicating with my child's teachers, helping in class/school, attending school events (when permitted), etc.)
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
- i) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - a. The EES School-Parent Compact communicates that we will:
 - 1. Provide ongoing two-way communication between teachers and parents through annual parent-teacher-student conferences to support instruction (Plan A and C).
 - ii) Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - a. The EES School-Parent Compact communicates that we will:
 - 1. Provide ongoing two-way communication between teachers and parents through quarterly reports to parents (Plan A) and to support instruction (Plan C).
 - iii) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- a. The EES School-Parent Compact communicates that we will:
 - 1. provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities (when permitted)
- iv) Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - a. The EES School-Parent Compact communicates that we will:
 - 1. provide ongoing two-way communication between teachers and parents
 - 2. ensure a mutually respectful relationship between all parties