

Title I School-Level Parent and Family Engagement Policy
ACCESS Juvenile Hall Schools
2020-2021

2.0 With approval from the local governing board, ACCESS Juvenile Hall Schools has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

The Family Engagement Policy is provided to parents in English and Spanish at enrollment or via mail

Families and community stakeholders may view the Policy on the ACCESS Juvenile Hall schools website

Families and stakeholders are encouraged to provide input on the Policy during Title I Annual Meetings, School Site Council meetings, ELAC/DELAC meetings, Parent Advisory Committee meetings, and at school and Probation collaborative meetings

The Policy is evaluated annually based on this feedback and revised as needed to reflect the changing needs the school community

2.1 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])

To involve parents and family members in the Title I program at ACCESS Juvenile Hall Schools, the following practices have been established:

- a) The school 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])**

The Title I Annual Meeting is held during Open House events which coincide with visiting hours at the institution sites

All materials are provided in English and Spanish and interpretation is provided

Parents receive information about the Title I services available for their children, including tutoring assistance, paraeducator support, and transition services

School staff share information about opportunities for involvement, such as serving on the School Site Council and participating in the PTSSO and ELAC/DELAC

Teachers present information about the school program, including academic assessment, curriculum, and instruction

Families have the opportunity to tour the classrooms either virtually or in person (when permissible) and ask questions about the school program

Surveys are conducted with families to assist the school with continuous improvement efforts

- b) The school 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 parental involvement. (20 U.S.C. § 6318[c][2])**

Meetings, workshops, and events are held throughout the school year at a variety of times to meet the needs of parents

The Title I Annual meeting is held during Open House events that coincide with visiting hours at the institution sites

Parenting classes are held at various times to meet the needs of parents, such as weekday evenings and Saturdays, and may be offered via videoconference

- c) The school 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])**

Parents are invited to provide input on the school's Title I, Part A Programs and Family Engagement Policy at the Title I Annual Meeting and School Site Council meetings

Families may also provide input at PTSSA meetings and ELAC/DELAC meetings

Surveys are conducted throughout the school year, via telephone, email, and at meetings and events

A Suggestion Box is provided during visiting hours so that parents can provide input and ask questions

An evaluation report is compiled annually and distributed to parents at the Title I Meeting

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Information about the school's Title I Part A programs is provided to parents at intake or via mail

The school also provides this information at the Title I Annual meeting

Information is available in the family visiting center, during case conferences, and at other meeting and events

Information is posted on the website for the ACCESS Juvenile Hall schools

2. 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])

Information about curriculum, instruction, and assessment is provided to parents at enrollment or via mail, and at the Title I Annual Meeting

This information, along with state testing results, is included in the School Accountability Report Card (SARC), posted on the ACCESS Juvenile Hall schools' website

Information is also available in the family visiting center, during case conferences, and at other meetings and events

3. 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])

Regularly scheduled conference meetings allow parents the opportunity to meet with Probation and school staff to discuss their child's progress in meeting educational and behavioral goals

Parent/teacher conferences are scheduled at the request of the parent and/or the school

Title I Senior Transition Specialists keep parents informed about their child's academic progress and assist parents with participating in decisions related to their child's education via telephone and email

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])

Parents are invited to provide input on the schoolwide program plan at School Site Council meetings, DELAC/ELAC meetings, and Parent Advisory Committee meetings

Focus Groups are held throughout the year to provide a forum for students and stakeholders to comment on the schoolwide plans

Links to school program plans are posted on the ACCESS Juvenile Hall schools' website and families may submit comments via email and by mail

2.2 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 academic 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])**

School staff connect with families to discuss academic standards, interpret score reports, set academic and career goals, and work together to support learning

Bilingual Title I Family Community Liaisons reach out to families to encourage participation in the state assessments

Materials and training are provided to parents during parenting classes, the Title I Annual Meeting, PTSA meetings, and ELAC/DELAC meetings

Resources are also available at enrollment, in the visiting center, and posted on the ACCESS Juvenile Hall schools' website

Materials include handouts on topics such as navigating the state's online school dashboard and interpreting score reports

- 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])**

Title I Senior Transition Specialists are available to meet with families to discuss college applications, financial aid, and career pathways, and develop goals for students

Materials and training are provided to parents during parenting classes, Title I Annual Meetings, PTSA meetings, and ELAC/DELAC meetings

Families are invited to attend other workshops, conferences, and resource fairs

Resources are also provided at intake, available in the visiting center and College and Career Resource Center, and posted on the ACCESS Juvenile Hall schools' website

Materials include handouts on topics such as college applications and financial aid, career pathways, and goal setting

- 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])**

To build the capacity of school staff to support family engagement, training is provided for teachers, administrators, and instructional staff during regular staff development meetings, Family and Community Partnership Network meetings, local and regional trainings, conferences, and workshops

The Title I Family Engagement Program Specialist works with school administrators to support an effective family engagement program

A Family Events Toolkit, which provides guidance for designing effective in-person and virtual family engagement events, is distributed to school staff

Families attend meetings, workshops, resource fairs, conferences, and other events along with school staff in order to foster collaboration and partnership

- 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])**

The school collaborates with Probation and community stakeholders to coordinate a program of family engagement activities that promote student academic achievement

Program activities integrate the requirements of relevant federal, state, and local laws, such as ESSA and the McKinney-Vento Act

Family engagement strategies are aligned with the California Department of Education's Family Engagement Framework and Toolkit

A Title I Parent Resource Center at Fischer School provides information and resources for families, students, and stakeholders

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])**

All school notices are contained in the Student Rights and Responsibilities Handbook which is provided in English or Spanish and posted on the ACCESS Juvenile Hall schools' website

Fliers and information about parent programs, meetings, and other school events are written in English and Spanish

Information is posted in English and Spanish on the ACCESS Juvenile Hall schools' website

Bilingual Title I Family Community Liaisons reach out to parents via phone, during visiting hours, and at school meetings and events to provide information and resources and explain opportunities for participation in the school program

- 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])**

Parents may request support for family engagement activities by contacting school staff through the Parent Resource Center

Parents may also request support via School Site Council, ELAC/DELAC, and PTSA

Bilingual Title I Family Community Liaisons are available by phone and appointment to provide a variety of support to families

2.3 Accessibility

ACCESS Juvenile Hall Schools, 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])

All school notices are contained in the Student Rights and Responsibilities Handbook which is provided in English or Spanish at enrollment and posted on the ACCESS Juvenile Hall schools website

Fliers and information about parent programs, meetings, and other school events are written in English and Spanish

Information is posted in English and Spanish on the ACCESS Juvenile Hall schools' website

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2.4 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 Title I, Part A 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])**

Research shows that when schools, families, and communities work together, student achievement increases. Developed with the input of teachers, families, and students, this Compact outlines our shared responsibility to build a partnership to help students meet or exceed the state standards and describes specific ways that the school and families agree to support student learning goals.

School Pledge

ACCESS will support student learning in the following ways: promoting authentic family engagement, providing high quality curriculum and instruction, and facilitating meaningful, two-way communication.

Family Engagement

ACCESS believes in a shared vision of family engagement that includes all school staff, students, families, and community stakeholders working in partnership to support college and career readiness and student success. We build authentic relationships to provide opportunities for all stakeholders to connect, feel heard, valued, and included in decision-making as part of the educational team. We recognize the importance of each family's cultural and linguistic assets and welcome and invite their contributions to the ACCESS school community.

Curriculum and Instruction

ACCESS will provide a rigorous, relevant, and realistic curriculum that is accredited by the Western Association of Schools and Colleges (WASC), and aligned with local district and state standards. Information about curriculum and assessment is provided at enrollment, included in the School Accountability Report Card (SARC), and posted on the ACCESS website. The school will assist parents in understanding the state's academic content standards, assessments, and how to monitor and improve their children's achievement through presentations at Title I Annual meetings, ELAC/DELAC meetings, and parent workshops. Materials are also available in the Parent Resource Centers and on the ACCESS website.

- 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])**
- 1. 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])**

Regular, two-way, meaningful communication is essential for an effective school-family partnership. ACCESS will promote effective communication with families by holding parent-teacher conferences for students as needed throughout the year.

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

ACCESS school staff maintain contact with parents throughout the school year via phone, email, and other messaging platforms as appropriate.

3. 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])

The school will facilitate reasonable access to staff by in-person or video appointment, phone, email, or other messaging platforms as appropriate. We encourage families to attend school events and workshops, participate actively in Parent-Teacher conferences, and serve in decision-making roles on the School Site Council, ELAC/DELAC, or ACCESS Parent Advisory Committee.

4. 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])

ACCESS will distribute information related to school and parent programs, meetings, and other activities for families in a format and language that parents can understand by providing interpreting and translation in multiple languages. To enhance school-family communication, Family Community Liaisons build relationships with families from the time of enrollment using culturally proficient practices.