

# George Washington Carver Middle School

## Title I School-Level Parent and Family Engagement Policy 2022-2023

**George Washington Carver Middle School** has developed a written Title I parent and family engagement policy with input from Title I parents and agreed upon by Title I parents. The following School-Level Parent and Family Engagement Policy was shared and agreed upon in our English Learner Advisory Committee. Ultimately, SSC approves the final revision before the policy is distributed. It has distributed the policy to parents of Title I students by placing it in our school website.

This policy describes the means for carrying out the following Title I parent and family requirements:

### **Section I: Involvement of Parents in the Title I Program**

To involve parents in the Title I program at **George Washington Carver Middle School**, the following practices have been established:

- The school convenes an annual meeting, at a convenient time, to inform parents and family members of Title I students about Title I requirements, the school's involvement in the program, and about the right of parents to be involved in the Title I program.
  - Parents and other stakeholders are invited to an annual meeting, via zoom, to inform parents. At the meeting, parents are provided with information on the rights of parents to be involved in supporting their student's academic achievements.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - *Parent meeting was held over zoom in the morning and a reminder of the meeting was placed on the school website. Parents also received reminder using Blackboard Connect*
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs, including the planning, review, and improvement of the school's Title I parent and family engagement policy and the joint development of the School Plan for Student Achievement.
  - *We conduct annual Title I parent meetings, monthly ELAC and SSC Council meetings and parent workshops. Topics discussed during the meetings include data analysis, review and annual evaluation of the programs and services, and attendance data.*
  - *Parents complete the annual needs assessment to determine training topics/interests.*
  - *Title I School-Level Parent and Family Engagement Policy is approved each year by SSC. Revisions are made based on student's achievement data and suggestions of various stakeholder groups. Policy is made available to all parents and placed on the school website.*
- The school provides parents of Title I students with timely information about Title I programs.
  - *Parents are informed about Title I funded programs (after school interventions, City-Year services) and services (school nurse, Pupil Services Attendance (PSA) Counselor, Targeted Student Population (TSP) Coordinator, Teacher Assistants) via meetings, letters and Blackboard Connect ED Messages and our school website.*
  - *Parents receive additional information through workshops and trainings led by PSA Counselor, Psychiatric Social Worker PSW, Diploma A-G Counselor, School Climate Advocate, counselors and TSP and are informed of such workshops via Blackboard Connect ED, school website, flyers.*
- The school provides parents of Title I students with a description and an explanation of the curriculum used at the school, the academic assessments used to measure student progress, and the achievement levels students are expected to meet with the state standards.

- Teachers explain and share grade level standards and curriculum during Back-to-School Night, Open House Events.
  - Teachers and counselors discussed student academic performance via parent conferences.
  - The TSP and counselors conduct workshops to help parents understand standards and assessments as well as support for helping children be successful in school.
  - The TSP provides multiple opportunities for parents to learn about the reclassification process and status of their students..
  - Parents, teachers, staff and students celebrate success at perfect attendance and academic achievement awards assemblies.
  - Fifth grade students and their parents learn about Carver’s instructional program during articulation activities to help with the transition into middle school.
- If requested by parents of Title I students, the school provides opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and to respond to any such suggestions as soon as possible.
    - Parents can make appointments by calling the school or visiting in person to meet with the teacher and discuss educational plans for their students.
    - If parents are still unhappy with the parent teacher conference; they are advised to speak to an administrator for additional support.
    - Parents are invited to the Student Support and Progress Team (SSPT) Meetings and an Individualized Education Plan (IEP) meeting to be part of the academic and behavioral decision pertaining to their student.
    - Parents participate in monthly ELAC and SSC meetings

## **Section II: Building Capacity for Involvement**

***George Washington Carver Middle School***, engages Title I parents and family members in meaningful interactions with the school to ensure effective involvement of parents and to support a partnership among the school to improve student achievement. It 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:

- The school provides Title I parents with assistance in understanding the State’s academic content standards, state and local academic assessments, and how to monitor a child’s progress and work with educators to improve the achievement of their children.
  - Teachers explain the content standards at Back-to-School Night, Parent Conference, and via a syllabus. Parents are giving suggestions for minority students' achievement.
  - Teachers communicate students’ progress and schedule parent/teacher conferences to accommodate the parents' availability.
  - School personnel and community partners (City-Year, RooT Down LA, Woodcraft Rangers, LA Compost, YMCA) discuss after school programs that can support students academically and socially.
- The school provides Title I parents and family members with materials and training to help them work with their children to improve their children's achievement, paying special attention to support for foster parents.
  - Coordinators, coaches, support personnel and community agencies conduct workshops.
  - Resource materials: pamphlet on parenting, community resource information, district memos, and volunteer opportunities.
  - PSA works with foster parents to support with resources.
- With the assistance of Title I parents, the school educates teachers, specialized instructional support personnel, assistant principals and other school leaders, and other staff about the value and utility of the contributions of parents and family members, and about how to reach out to, and communicate with, and work with parents as equal partners to build ties between parents and the school.

- Parents advice is valued and used in creating partnerships with teachers and staff in creating the School Parent Compact.
  - Parents volunteer in a variety of ways, outside the classroom, to support the entire school program. In the process, parents' voices influence teachers and staff's actions.
  - Kinvolve is provided to staff as a two way method of communication. Teachers can send messages and parents can respond.
- The school coordinates and integrates the Title I parent and family engagement program with other programs, and conducts other activities, such as Parent and Family Centers, to encourage and support parents in more fully participating in the education of their children.
  - Different community agencies and resources are presented during Chat with the Principal on community awareness, educational opportunities and resources available to our parents
  - Woodcraft Rangers Program provides academic and extracurricular activities for students and their families.
  - Parent College, through the Partnership of Los Angeles Schools, is a parent empowerment program designed to improve parents' capacity so they can become informed advocates of their student's education.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents and family members in a format and, to the extent practicable, in a language that they understand.
  - All correspondence including flyers, letters, phone messages to parents are both in English and Spanish.
  - Translation service is provided for ELAC, SSC, parent workshops and other meetings.
  - Translation is provided for parent teacher conferences, Back to School and Open House events.
- The school provides support for parent and family involvement activities requested by Title I parents.
  - Parents serve as volunteers throughout the school using the LAUSD volunteer program.
  - Parents are invited to student assemblies and performances.
  - The school publishes information for parent involvement and community resources in the school website, flyers, BlackBoard Connect ED messages.

### **Section III. Accessibility**

***George Washington Carver Middle School*** provides opportunities, to the extent practicable, for the participation of all Title I parents and family members, including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents understand.

-All information is distributed in both English and Spanish.

### **Section IV: Shared Responsibilities for High Student Academic Achievement**

***George Washington Carver Middle School*** distributes to parents of Title I students a School-Parent Compact. **It is attached to this policy.** The Compact, which has been jointly developed with parents and approved by them, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The School-Parent Compact is shared and agreed upon in the Annual Title I Meeting and in our English Learner Advisory Committee. The School Site Council ultimately approves the final revision before it is distributed.

The Compact describes specific ways the school and families will build and develop a partnership to help children achieve California's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet California's academic standards.
  - Standard base activities, standard basic objectives, SOAK boards in every classroom.
- The ways that parents can volunteer in their child's classroom.
  - Parents need to complete the LAUSD Volunteer application and get approval.
- The ways that parents can participate, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
  - Parent conferences are held to discuss academic performance. Parents can call a meeting when they need to discuss students' performances.
  - We invite parents to join the Family Engagement Team.
- The ways parents will be responsible for supporting their children's learning
  - We provide parent workshops on different topics. (how to read report card, schoology, reclassification)
- The importance of ongoing communication between parents and teachers on an ongoing basis through, at a minimum, the following:
  - annual parent-teacher conferences in elementary schools during which the compact shall be discussed as the compact relates to the individual child's achievement
  - frequent reports to parents on student progress
  - reasonable access to staff
  - communication regarding opportunities for parents to volunteer and participate in their child's class and opportunities to observe classroom activities
  - ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent possible, in a language that family members can understand

This policy and compact was adopted by George Washington Carver Middle School on 11/14/22 and will be in effect for the entire school year. It has been distributed to all parents on 11/17/22 date and is made available to the local community by school website.