

Mark Keppel High School Title I Parental Involvement Policy

Mark Keppel High School has developed a written Title I parental involvement policy with input from Title I parents through meetings of the School Advisory Committee (SAC), School Site Council (SSC), and school staff. The SAC may elect to have the SSC be its representative body. After the SSC reviews and approves the policy, it is discussed and distributed to parents of Title I students at advisory committee and SSC meetings and at Back to School Night. Teachers refer to the policy during parent-teacher conferences, as appropriate. The school policy describes the means for carrying out the following Title I parental involvement requirements. [Title I Parental Involvement, 20 USC 6318 (a)-(f)]

Involvement of Parents in the Title I Program

Mark Keppel High School does the following:

1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program. (CE 2.1a)
 - The Annual Title I parent meeting is held in September or October.
 - All parents are notified of the meeting in writing with translations in Chinese, Spanish and Vietnamese, as appropriate.
 - The agenda is posted outside the school office and in areas of high parent traffic at least 72 hours before the meeting.
 - Agenda items address assessment, curriculum, achievement levels, Title I student identification, supplemental services, parent involvement, and roles and responsibilities of the School Advisory Committee.
2. Offers a flexible number of meetings. (CE 2.1b)
 - Title I parents are invited to the Annual Title I meeting, School Advisory Council and Joint Advisory Council (JAC) meetings.
 - Parents are surveyed during a meeting to determine the best time to hold the meeting.
 - Meetings are scheduled flexibly to achieve high parent/staff attendance and participation.
 - Eight to ten SSC/JAC meetings are held throughout the year.
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. (CE 2.1c)
 - Parents of Title I students are elected to the School Advisory Committee in January.
 - In order to provide meaningful input, from January to June parents are trained in:
 - Their role and responsibility
 - Assessment
 - School goals
 - Curriculum
 - Instructional practices
 - Programs and services
 - Parents review the school Title I Parent Involvement Policy and School Compact and make recommendations for improvement to the School Site Council. SSC approves the policy and compact in spring.
 - The school sends a representative to the Title I District Advisory Committee, which is involved in developing the district Parent Involvement Policy and reviewing and improving the Title I program.
 - The Title I Parent Involvement Policy and School Compact are reviewed at least every two years or more frequently as necessary, based on the changing needs of parents and school, following procedures as identified above. [20 USC 6318©(3)]
4. Provides parents of Title I students with timely information about Title I programs. (CE 2.1d)
 - Parents are informed of Title I programs and services at the Annual Title I Parent Meeting at the beginning of the school year.

- As qualifying students are identified for services based on assessment, parents are notified during a conference with the teacher or through a letter identifying the program/services, criteria for participation and expected outcome.
 - Students achieving Below Basic or Far Below Basic on CST English Language Arts are assigned an Individual Intervention Learning Plan (IILP) that is reviewed during a conference with parents.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. (CE 2.1e)
 - The agenda of the Title I Annual Parent meeting addresses:
 - Language Arts and Math curriculum and instruction
 - Achievement levels for school performance
 - Assessment to target instruction so students reach proficiency
 - Teachers review curriculum, standards, assessments and proficiency levels during Back-to-School Night and parent conferences, including IILP conferences.
 6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. (CE 2.1f)
 - Parents of Title I students are encouraged to meet with teachers and administrators.
 - Teachers meet with parents to explain, identify, and discuss services and programs to help their child reach proficiency. e.g. IILP
 - Parents are invited to attend Pupil Assistant Team meetings to identify academic and non-academic services and programs for individual students.
 - All parents are invited to attend SSC and advisory committee meetings, which generally occur monthly.
 - The School Parent Compact commits staff and parents to maintaining ongoing communication, learning, and opportunities for participation.

School-Parent Compact (CE 2.2)

Mark Keppel High School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items, in addition to items added by parents of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction. (CE 2.2a)
2. The parents' responsibility to support their children's learning. (CE 2.2b)
3. The importance of ongoing communication between parents and teacher through, at least annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program. (CE 2.2c)

The school developed the School-Parent Compact with Title I parent input and distributed the school-parent compact to Title I parents in the following manner:

- Using state guides the leadership team develops a draft for the School-Parent Compact.
- Staff reviews and suggests modifications.
- Parents review and modify the compact during a Joint Advisory meeting.
- School Site Council approves the compact.
- The School-Parent Compact, signed by teacher and principal, is explained and distributed to parents at Back-to-School Night and at parent conferences.
- Parents/teachers discuss the compact with students, and all parties indicate their commitment by signing.
- The compact with all signatures is returned to the teacher.
- A copy is given to the parent and the original is retained by the teacher.
- Teachers reference the compact, as necessary, to remind students, parents, and staff of their commitments

Building Capacity for Involvement (CE 2.3)

Mark Keppel High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Parents are informed at the Title I Annual meeting and during subsequent Joint Advisory meetings.
 - Teachers share curriculum, standards, assessment, and instruction within the class to raise student achievement with parents during Back to School Night and other meetings with parents.
 - Teachers make recommendations to parents on monitoring and improving achievement during parent meetings and individual conferences.
 - District standards are distributed to parents.
- Provides materials and training to help Title I parents work with their children to improve their children's achievement, as the following:
 - Parent education classes such as California State PIRC I training on "Helping Your Child Achieve Academic Success" or Parent Institute.
 - Latino Literacy
 - Grade level monthly parent meetings
 - Kindergarten to College
 - College is a Family Experience
 - Teacher/School weekly/monthly newsletter
- Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.
 - Provides opportunity for staff to discuss the value of working with parents as equal partners.
 - Provides opportunity for parents to share ideas for improving partnership among staff, parents and community through SSC, SAC, and English Learners Advisory Committee (ELAC).
 - Recognize parent contributions through newsletters, awards and volunteer recognition programs.
 - Participate in PTA meetings and parent-sponsored events and activities.
- Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - **Encourage parents to fully participate in a variety of programs and activities supporting the education of their child such as PTA, parenting classes, Kdg. to College...**
 - **Need bullets describing your school programs**
- Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Provides support for parental involvement activities requested by Title I parents.
 - Letters, flyers, informational brochures regarding school programs, meetings and activities are distributed to all parents.
 - School Community Coordinators provide oral and written translations of parent communications.
 - Parent suggestions and requests are discussed and implemented, as appropriate.

Accessibility (CE 2.4)

Mark Keppel High School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- School letters and school reports to parents are written in a way that parents can understand.
- All Title I parents are invited by letter to participate in the school English Learner Advisory Committee and the District ELAC.
- School Community Coordinators, bilingual aides or teachers provide written and oral translations in Chinese, Spanish and Vietnamese, as needed.