
TITLE I MEETING MINUTES

Donald Bertolo: 42% of Sequoia population is eligible for Free or Reduced-Price Lunch (FRPL), i.e., in poverty. SSC's mission is to figure out how to best serve the students who receive Federal Title I dollars: FRPL, Foster Youth, English Language Learners (ELLs), or youth in temporary housing situations.

Last year, we received \$46,000 in Title I money. That *may* increase this year; don't know for sure. Some went to Playworks, training teachers in Toolbox, PD trainings for teachers to develop social/emotional curricula... Later in the year, we'll be voting on how to spend this money, based in part on decisions taken by the Instructional Leadership Team (ILT).

We need to keep up with what the school is doing to comply with federal guidelines <see handout: "Title I School Parental Involvement Policy 2016-17">

We need to have this posted, and available to parents to keep them informed about what's going on at this school. We do a good job of this. Our policy can be fairly broad, so as to make amendments as necessary throughout the year.

Amanda Bloch: Specific Title I Parent involvement – we've discussed this in the context of diversifying SSC involvement. But how do we involve parents who are directly affected by Title I money?

DB: Good question. We can't legally try to identify "Title I Parents," e.g. FRPL recipients; so we can't directly reach them that way. If we were a full Title I school, it would be a different story.

With the outreach we're doing with inclusive schools committee, translations, etc., we're going to touch those populations. We try to publicize our efforts as broadly as possible to reach them.

Tontra Love: Maybe we could draft a questionnaire, distribute to *everyone*, but target questions to Title I parents. Anonymous.

DB: Good idea. Trouble we had last year was people receiving a similar questionnaire got kind of freaked out – do I have to sign this, etc.?

AB: Right, but I'm concerned that some parent voices are louder than others; there's not a direct invitation to participate in a way that would amplify the voices that need to be heard.

DB: As we start to grow in our curricular strengths, the economic gaps will likely become more evident. Other achievement gaps, e.g. color, may lessen, but the economic gap is likely to persist, and widen.

Lisa Rasler: But those are linked to color, right? Because of racism, and structural inequalities.

DB: Engaging Children in Poverty – a book I'm looking at now for answers to this.

<We discussed the merits of a hot breakfast in classrooms for bridging this gap>

DB: Tontra brings up a good point about issuing a survey to elicit ideas for connecting with families we're trying to reach.

Adrian Goldstein: The Inclusive Schools Committee did a survey last year about barriers to involvement, among other things.

Tontra Love: The staff of CDC may also have valuable info – CDC serves lots of Title I kids. My experience is that it requires multiple, repeated solicitations for families to agree to be involved or to receive assistance, etc.

Tracey Kelp: Let's look school-wide at the language that's used to solicit help (or even \$, e.g., fees for field trips) in a way that is as inclusive as possible.

TL: For years we've talked about this: a box on *every* bit of correspondence that goes home: if you can donate to families in need, please include some additional amount towards that (e.g., school photos, t-shirt sales, book faire). Teachers will know which kids should be the recipients of these donated resources.

DB: If we can figure out how to do this w/o imposing an additional burden on teachers for keeping track of this...

<Some discussion ensued regarding how this would work with each of the abovementioned examples – school photos are a 3rd party, but they have a

specific program for this; for field trips it might work differently.>

DB: Note: I'm sending the Parental Involvement Policy home to *everybody*. Not sending the Sequoia School-Parent Compact home. We're only required by law to keep this on file and make it available upon request. (If we were a full Title I school, it would go home to everyone as well.)

Lisa Rasler: Translation services: Are we providing these or not?

DB: Last Parent University (which nobody attended), we are offering translation services. Spanish now, and after Xmas, will start with Chinese and possibly Arabic.

Tracey Kelp: Still Spanish-speaking majority among ELLs?

DB: 42 ELLs *identified* at Sequoia. Of these, the majority are Spanish-speaking, but high numbers of Chinese, Vietnamese, Arabic, and other languages (10 or 12 in all).

Adrian Goldstein: What about newcomers? Or others in-class translation services?

DB: Not really. We have 2 newcomers, and they were actually here last year.

<throughout this discussion, various minor amendments were suggested and adopted to each of these documents>

Martin Bond: Motion to approve the School-Parent Compact, with the suggested amendments.

Tracey Kelp: Second.

Amanda Bloch: All in favor?

PASSED unanimously – School-Parent Compact approved.

Tontra Love: Move to approve the Parental Involvement Policy, with the suggested amendments.

Lisa Rasler: Second.

Amanda Bloch: All in favor?

PASSED unanimously – Parental Involvement Policy approved.

Martin Bond: Move to adjourn the Title I meeting

Amanda Bloch: Seconded

Title I meeting adjourned at 5:43.

Sequoia has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. The policy was distributed through the website and notifications of the policy will be in the newsletter, with written copies available upon request from the school office. The policy describes the means for carrying out the following Title I Parental Involvement requirements.

Involvement of Parents in the Title I Program

Sequoia agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 - Inform parents of their school's participation in the Title I Program.
 - Explain the requirements of the Title 1 Program.
 - Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 - The parents' right to participate in the development of the District's Title 1 Plan.
 - Plan is reviewed annually at fall meetings.
- Offer a flexible number of meetings for parents. Meetings occur during the school day, in the evening and on the weekends.
- Involve 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 parent Involvement Policy.
- Provides parents of Title I students with timely information about Title I programs. Information will be shared via the school newsletter, on the website and via hard copies in the office.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This information is shared at Back to School Night.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Fall conferences are held during the Harvest Festival or at times mutually agreed-upon by parents and teachers.

School-Parent Compact

Sequoia has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the 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.

Building Parent Capacity for Involvement

Sequoia engages 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, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - How to monitor their child's progress

This information is reviewed at Back to School Night and one-one one during fall conferences.

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement. This information is provided at Back to School Night and one-one one during fall conferences.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. This is accomplished through ongoing professional development.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Support is coordinated through the after school program, the School Site Committee and classroom teachers.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Information is disseminated through the school newsletter, via the school website, through classroom teachers and at School Site Committee meetings.
- Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.

Accessibility

- Provide 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. Information in the school newsletter is regularly translated in to the languages represented at Sequoia.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by parent input and agreement at fall 2015 meetings.

This policy was adopted by the Sequoia School Site Council on 10/27/15 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before December 11, 2015. It will be made available to the local community on or before December 11, 2015. Sequoia’s notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Principal’s Signature

Date

SEQUOIA SCHOOL-PARENT COMPACT

Sequoia and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2016-2017.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Sequoia will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Provide-standards-based instruction with periods of small group differentiation and acceleration. Students are also provided with after-school academic support and enrichment.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Saturday, September 26, 2015 and as needed throughout the year.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: In fall and spring reporting periods and as requested by parents.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During the parent-teacher conferences in fall and spring and as necessary on an individual basis.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are welcome to volunteer in the classroom by prior arrangement with the teacher. We also welcome volunteers at lunch and recess.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitor attendance.
- Ensure homework is completed.
- Monitor amount of television their children watch.
- Volunteer in my child's classroom.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.



OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]



ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

Sequoia will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.]
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).



OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Sequoia will:

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
- Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School

Parent(s)

Student

Date

Date

Date