



PARENT and FAMILY ENGAGEMENT POLICY BALL JUNIOR HIGH SCHOOL 2022-2023

Ball Junior High has developed this written Parent and Family Engagement Policy based on the requirements provided in the *Every Student Succeeds Act (ESSA)* and its subsequent updates.

GENERAL POLICY REQUIREMENTS

With approval from the local governing board and contributions from parents and family members on the School Site Council, the ELAC Committee, the Parent/Community Involvement Team, and the PTSA, this document was created and will be continually evaluated. Those parents and family members who did not participate in any of the above groups were asked for input at meetings through surveys and/or discussion. It was based on this data that many of the items included in this plan came to fruition.

This policy shall be distributed to parents and family members in the Ball Junior High “Policy Pages” in the registration packet. It will also be posted on the Ball Junior High website: <http://ball.auhsd.us>. It will be reviewed and explained in detail at parent meetings at the beginning of the school year so that parents and family members are aware of their rights and given the opportunity to provide input.

Ball Junior High recognizes the importance of parent involvement in the success of its students. With this in mind, we have strived to provide a wide array of resources and activities to assist parents and family members in developing the skills to help their children achieve. The *Every Student Succeeds Act (ESSA)* mandates that the following numbered items be provided by a school receiving Title I funding. The bulleted lists indicate activities that have and/or will take place on the Ball Campus yearly in order to comply with these federal guidelines. Parents and family members are strongly encouraged to attend such activities and volunteer to participate in school functions.

2.1 PARENT INVOLVEMENT IN DEVELOPING/MONITORING POLICY

a. Convene an annual meeting to inform parents and family members of Title I requirements and their right to be involved in the Title I program.

The annual Title I Informational meeting is held at Coffee Chats with the Principal.

A letter outlining the targeted assistance, Title I Program is included in the Title 1 classes.

Ball Junior High also provides this information during the first week of school at the Parent Orientation, and again in our at risk counseling meetings with Title 1 students and their parents and family members.

- b. Offer a flexible number of meetings and, if possible, provide childcare.

Meetings are held at a variety of times and, if possible, in connection with other events occurring at the school.

School Site Council Meetings are held monthly, on campus/virtually, and immediately after school.

ELAC and PTSA meetings are held in the morning.

Various classes and informational meetings are held in the morning/evenings with childcare provided.

- c. Involve parents and family members in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Parent and Family Engagement Policy.

Parent and Family Engagement Policy review is included in the annual review of the Single Plan for Student Achievement (SPSA).

Input is gathered throughout the year through surveys and/or discussions with parents and family members at parent activities.

A meeting at the end of each school year shall involve parents and family members in the evaluation and revision of the Parent Involvement Policy and the SPSA. Suggestions will be noted and revisions made based on funding availability and practicality.

- d. Provide parents and family members with:

- i. Timely information about programs.

Title I Information Letter, Calendar of Parent Involvement Activities and Volunteer Opportunities included in registration packet.

Invitations to meetings/events sent home in advance.

Phone call reminders (*Aeries Communication*) sent in advance of events.

Ball Junior High website updated regularly

Bilingual Family and Community Engagement Specialist.

Agenda/Planners used for Parent/Student/Teacher communication.

Aeries Parent Portal provides current attendance, grade, and student information.

- 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 proficiency levels students are expected to meet.

Curriculum Letters distributed in all classes and proof of receipt required from parents.

Curriculum Maps for CORE classes available to parents and family members upon request.

Sample questions from the Smarter Balanced Assessment Consortium (SBAC), are available to parents and family members upon request.

School Accountability Report Card (SARC) is available upon request.

- iii. If requested by parents and family members, 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.

Parents and family members are given the opportunity to request additional regular meetings for above listed items, if desired, beyond the regularly scheduled SSC, ELAC, and PTSA. Requests for such meetings can be made through the Office at 714-220-4210. Such meetings will be scheduled as soon as possible.

e. If the targeted program plan is not satisfactory to the parents and family members, the school will submit any parent comments on the plan when the school makes the plan available to the Local Education Agency.

When the Single Plan for Student Achievement is evaluated by parents and family members, any dissenting views not able to be resolved will become available to the Local Education Agency, (District Office).

2.2 BUILDING CAPACITY FOR PARENT INVOLVEMENT

According to ESSA guidelines to ensure effective involvement of parents and family members and support a partnership between the school, parents and family members, and community, Ball Junior High shall offer the following:

a. PROGRAM INFORMATION FOR PARENTS AND FAMILY MEMBERS: Ball Junior High school shall provide assistance in understanding such topics as the state's academic content and achievement standards, the assessments being used, and requirements of Title I, Part A, and how to monitor their children's progress and work with educators to improve their achievement.

Back to School Night Meetings

Parent-Student-Teacher Compact

Quarterly Progress Reports

Student Agenda Provided for Student Use and Parent Contact

Aeries Computer System Posts Grades, etc.

Ball Junior High Website with Parent and Teacher Links

Counselor At Risk Student and Parent Meetings

Parent or Teacher Requested Conferences

EMTs to discuss interventions needed for individual students

ELAC Committee Meetings

School Site Council Meetings

Open House Meetings

Monthly Coffee Chats

b. MATERIALS AND TRAINING: Ball Junior High shall provide materials and training, such as literacy training and training on how to use technology, to help parents and family members work with their children to improve achievement based on parent's

needs and interests. Some possible topics may include:

- Parent Leadership Academy
- Aeries Parent Portal Training
- Alcohol, Tobacco, Drug, Awareness Training
- Gang Awareness Training
- Parenting Skills Workshops
- Bullying Prevention Training
- Understanding The School System Training
- Information on District Adult Education classes
- Information on Public Library Literacy Programs

c. EDUCATE EDUCATORS: Ball Junior High shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents and family members in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with and work with parents and family members as equal partners, implement and coordinate parent programs and build ties between parents and family members and the school. Some possible topics may include:

- OCDE Parent/Educator Trainings
- Aeries Trainings
- Professional Learning Communities Training
- District Parent Involvement Coordinator Trainings
- School Site Council

d. COORDINATE SUPPORT PROGRAMS: Ball Junior High shall to the extent feasible coordinate and integrate special programs on campus that encourage and support all parents and family members in more fully participating in their students' education.

- Use at least an allotted percentage of all categorical funds in building parent involvement.
- Provide an on campus Parent Resource Center to provide assistance to all parents and family members.

e. UNDERSTANDABLE COMMUNICATION: Ball Junior High shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents and family members of participation children in a format and, to the extent practicable, in a language the parents and family members can understand.

- All printed information sent home in English and Spanish; other languages upon request.
- Aeries Communication parent calls sent in English and Spanish; other languages upon request.
- Bilingual Instructional Assistant provides Interpretation at meetings and activities.

f. OTHER REQUESTED ACTIVITIES: Ball Junior High shall provide such other

reasonable support for parental involvement activities as parents and family members may request. Some possible topics may include:

AUHSD Serve-A-Thon
Family Fun Nights
Lunch with a Loved One
Movie Nights

2.3 ACCESSIBILITY

As required by law, Ball Junior High, to the extent practicable, shall provide full opportunities for the participation *of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children*, including providing information and school reports in a language such parents and family members understand.

2.4 SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Ball Junior High School has worked with parents and family members, teachers, and students to devise a “Parent/Student/Teacher/Administrator Compact*” that is distributed to all students in their registration packet and all teachers upon check-in for the year. Signed copies of each are kept on file in the Title I Office for reference throughout the year.

According to ESSA guidelines, the compact will outline how parents and family members, the entire school staff, and students will share the responsibility for improved academic achievement and the means by which the school and parents and family members will build and develop a partnership to help children achieve the State’s high standards.

Ball Junior High’s Compact shall:

Describe the program’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet high academic standards.

Describe ways in which parents and family members will be responsible for supporting their children’s learning.

Describe ways that students are to be responsible for their own success and achievement.

Address the importance of communication between teachers and parents and family members on an ongoing basis through at a minimum: parent/teacher conferences wherein the compact is referred, frequent reports to parents and family members on their students’ progress, and reasonable access to staff, volunteer opportunities, and observation of classroom activities.

*A copy of the Parent/Student/Teacher Compact is included at the end of this document.

2.5 DISCRETIONARY ITEMS

*Though not required by ESSA, the following items are listed in the guidelines as discretionary and may be implemented upon consultation with parents and family members, staff, and students.

1. The school may involve parents and family members in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
2. The school may provide needed literacy training if the district has exhausted all other available resources of funding for such training.
3. The school may pay reasonable and necessary expenses, such as transportation and childcare to enable parents and family members to participate in school-related meetings and trainings.
4. The school may train parents and family members to enhance the involvement of other parents and family members.
5. The school may arrange school meetings at a variety of times, or conduct in-home conferences, if parents and family members are unable to attend at school.
6. The school may adopt and implement model approaches to improving parental involvement.
7. The school may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

2.6 INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS

Parent Information and Resource Centers (PIRCs) are funded by the US Department of Education. They provide local and statewide services. California has two PIRC listed below:

PIRC1: CABE, California Association for Bilingual Education, partners with Project Inspire to provide parent training workshops that will be funded through 2011. A list of available topics in multiple languages can be found at <http://www.bilingualeducation.org/programs/parent.php>.

PIRC2: Cal-PIRC provides support throughout the state through conferences, workshops and a web site, <http://www.calpirc.org/>. It will be funded through 2011. Resources are posted in multiple languages.

2.7 REVIEW

The California Department of Education shall review this parent involvement policy periodically to determine if the policies and practices meet the ESSA requirements.

2.8 ADOPTION

This policy shall be included in the Single Plan for Student Achievement (SPSA) and adopted as part of that document. Proof of this will be found on the Recommendations and Assurances page in the SPSA. If there are any unsatisfactory findings, they will be included in the “Review Findings” section of the SPSA.



Ball Junior High 202202023

“Partners in Learning” Student-Parent-Teacher-Administrator Compact

Our school vision is to maximize our unlimited potential one student, one story, one family at a time.

As a STUDENT I pledge to:

- Demonstrate character and compassion by acting with integrity and honesty
- Demonstrate positive collaboration by working respectfully in all my classes
- Demonstrate effective communication by asking for help when needed, completing assignments, attending LEAD time sessions and after school tutoring
- Demonstrate creativity by valuing different perspectives, taking risks and trying new approaches
- Demonstrate critical thinking by implementing a growth mindset, applying problem solving skills and persevering in unexpected situations
- Implement restorative practices to build community and solve conflicts

Date _____ Student Signature _____

As a PARENT I pledge to:

- Support and encourage my student to have a strong sense of integrity and honesty
- Support and encourage my student to demonstrate respect
- Understand the importance of daily attendance in the academic success of my student
- Support and encourage innovation and creativity
- Support and encourage a growth mindset, problem solving skills and restorative practices

_____ Date _____
Parent Signature _____

As a TEACHER I pledge to:

- Implement capturing kids’ hearts and restorative practices to build a positive climate
- Provide opportunities for students to explore, respect and celebrate diversity of the school community
- Communicate to parents the progress and achievement levels of their student.
- Establish equitable learning environments that invite teamwork and where students feel comfortable asking questions and are excited to learn together
- Provide opportunities for students to communicate with various audiences
- Incorporate innovative learning materials to help students engage more deeply in topics

Date _____ Teacher Signature _____

As a PRINCIPAL/ADMINISTRATOR I pledge to:

- Create a welcoming, safe, family friendly environment for students and parents
- Communicate with students and parents on a regular basis
- Support school wide restorative practices and capturing kids’ hearts to build a positive school culture
- Provide learning opportunities and training for teachers and parents that value and embrace diversity
- Encourage, support and recognize the contributions of all members of the school community

Date _____ Principal/Administrator’s Signature _____

Most importantly, we share responsibility in making sure we maintain this agreement:

Signed on the _____ day of _____, 2022