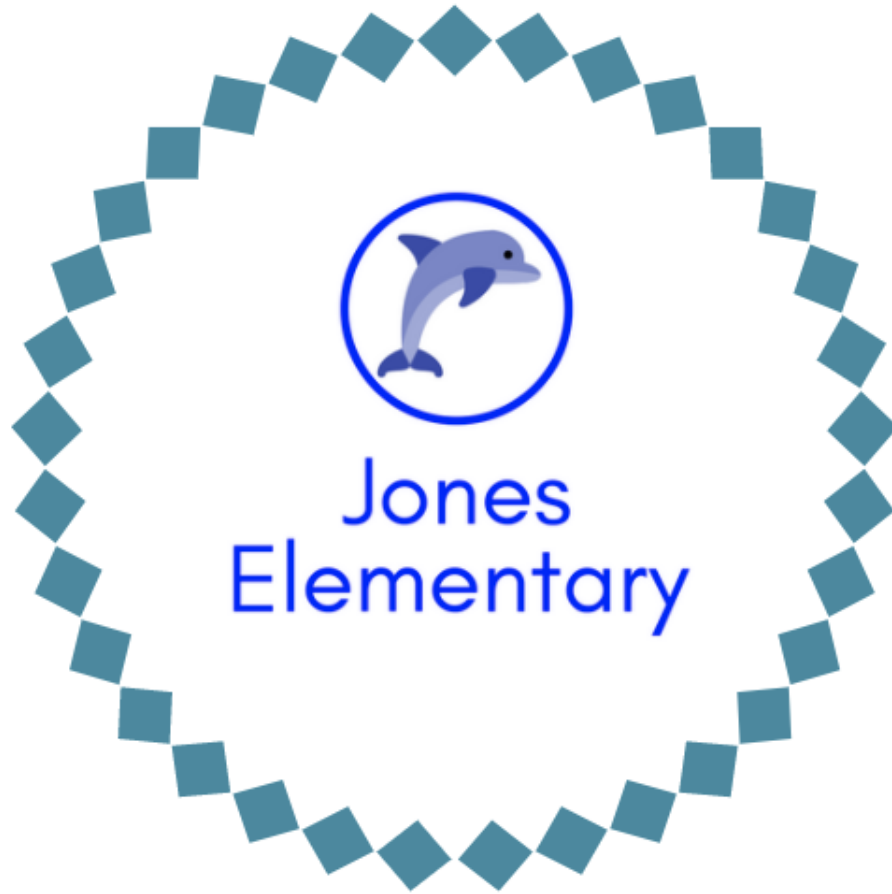


Welcome



Family Handbook



2751 GREYLING DRIVE | SAN DIEGO | 92123

619 - 605 - 8800

jones.sandiegounified.org

A note from the Principal...

Hello Jones Dolphins!

On behalf of the staff at Jones Elementary School, I am happy to welcome you to the 2022-23 school year!

Jones Elementary is an energetic learning organization that prides itself on meeting the needs of the community we serve today and into the future. We have an amazing group of students backed by caring, interested, and involved families. Our students demonstrate kindness, compassion and a sincere curiosity to learn. Our hard working and experienced Jones Staff are dedicated to continuous professional growth and partnering with our families to provide the best educational experience for all our children.

We have so many learning opportunities planned for this year! Students will have instructional time focused on reading, writing, mathematics, science/STEAM, social studies, physical education, and the arts. At Jones, we will once again be able to host Visiting Visual and Performing Arts Teachers so that we can implement our VAPA wheel. About once a month your child will participate in music, art, and theater or dance with specialized instructors. In addition, this school year we are able to expand our weekly music program in the upper grades. Our 4th graders will experience an Introduction to General Music with Recorders and our 5th graders will have Band & Strings. All students will also continue to receive lessons that support their social and emotional development through our counseling team.

I am thrilled to be a part of the Jones community and excited to continue cultivating a culture where kindness and respect are present in all interactions. In order to maximize student achievement, we know students must feel comfortable taking risks and challenging themselves. At Jones, we continually work to create the strongest possible conditions for learning so that every student feels like they are a part of an encouraging, mutually inclusive environment. We remain focused on instilling a growth mindset in our students at an early age, so that they can feel empowered to persevere and positively influence their own learning now and in the years to come.

The Jones Elementary School Family Handbook is a result of many hours of dedicated work by our Site Governance Team. It is intended to be informative and provide you with the policies, procedures, and other information pertinent to learning. Please take the time to read through it and have it available for easy reference. Over the course of the year we will update you on any changes to our site/district policies or Health and Safety Guidelines.

We know families have many options when it comes to where you enroll your child and we believe that Jones is going to provide you with the best education out there! Thank you for being a part of our learning community, we are better because you are here! It is going to be a wonderful year! Go Dolphins!

Warm regards,
Allison Buell, Principal

Jones School Mission Statement:

Jones Elementary Mission

Our mission is to ensure
ALL Jones students meet or exceed
grade level expectations through
rigorous, high quality, standards-based instruction
in a *safe*, nurturing, and collaborative learning
environment where **ALL** students are preparing to be
global citizens, **college** and **career** ready.

Daily Schedule:

Monday, Tuesday, Thursday, Friday

7:35 a.m.	Gate Opens - Students can walk to Breakfast in the Cafe or to their Classroom
7:40 a.m.	First Bell (5 minute warning)
7:45 a.m.	Classes Begins - Gates Close
15 Minute	Wellness Break within the Morning Instructional Block (includes snack and recess)
11:20 a.m.	1st Recess/Lunch
11:45 a.m.	2nd Recess/Lunch
2:05 p.m.	UTK/K Dismissal
2:15 p.m.	1st - 5th Dismissal

Wednesday

Wednesday is our modified day. All morning times are the same, lunch and dismissal are earlier.

10:55 a.m.	1st Lunch
11:25 a.m.	2nd Lunch
11:40 a.m.	TK/K Dismissal
11:50 a.m.	1st-5th Dismissal

Office Hours: 7:00 a.m. – 3:00 p.m. Daily

*Our office may occasionally close early so staff can participate in a meeting or training.

Arrival: Students are not allowed on campus before 7:35 a.m. as there is no supervision. All students are to enter campus through the assigned gates. Parents and guardians are responsible for getting students to and from school safely and supervising them as they wait for the gates to open. If walking or riding bike/scooter make sure to use designated sidewalks and only cross the street at a crosswalk or corner.

*Gates close at 7:45 am when classroom instruction begins. Late arrivals must check in at the front office before going to class. **Being at school on time and starting the day with peers as they engage in the morning routines makes a significant difference in student success.** Please plan as a family or with your caregiver to ensure on time arrival at school.

Dismissal from School: Students are to be picked up at their respective gate or go to PrimeTime if they are enrolled. Please make sure your child's teacher always knows their dismissal plan. If their regular parent or caregiver will not be picking them up, notify the teacher and Ruth Bustamante (rbustamante@sandi.net) in writing. Please keep your emergency contact list up to date via PowerSchool Parent Portal or by reaching out to Ruth in the front office. Only those on your PowerSchool contact list can pick students up during the instructional day. Identification will be checked.

Teachers will sign in students who have not been picked up by their parent/guardian by 2:20 in the front office. Parents arriving after 2:20 pm must come to the office and sign the log before taking their child. Emergencies do happen, however, the office staff is not responsible to supervise students outside of the instructional day. If a child is not picked up in a timely manner (10 minutes after dismissal) every effort will be made to contact you or those persons listed on the emergency card, to pick them up. If no contact can be made within 30 minutes utilizing the emergency numbers, your child will be placed with School Police.

Parking: There is no on-site parking. The parking lot is designated for staff members only and is closed to all drivers during arrival and dismissal. Parents are welcome to drop students off in our loading zone. If you plan to walk your child to the gate, make sure you do not park in the Bus Zone or Loading Zone.

Breakfast: Breakfast will be served at 7:35 am in the cafeteria. Students will enter through the cafe door at the front of the school. Breakfast is only served prior to the start of the school day, so if your child will be eating with us, ensure they are here when the gates open. The Cafe door will close at 7:40 am, this will allow time for those eating to finish up and walk to class at 7:45 am.

Snack: All students will have time to eat a mid-morning snack during their classroom's scheduled Wellness Break. Snacks will not be provided, but students can bring a healthy snack from home to enjoy during this time.

Lunch: This school year all students are eligible for free lunch or they may bring lunch from home. Ready-to-eat, hot lunch is available for all students free of charge. Only one meal per student. To be free of charge, students must take a full meal with the appropriate three out of five meal components, one of which must be a fruit or veggie component.

Students who would like a second meal or individual components of a meal, such as milk, may purchase the items they would like using cash or by utilizing the PayPams prepaid student account.

If your child brings a lunch from home it should contain wholesome foods in an age appropriate quantity. We do not permit students to share food. Sodas, candy, rolls of cookies, large family size bags of chips are not permitted. Students do not have access to a microwave during lunch time.

If your child is fasting during a religious celebration, please inform their classroom teacher so accommodations can be provided.

Inclement Weather Days: During inclement weather, recess and lunch are modified. Students are encouraged to wear jackets with a hood on rainy days and light fabrics, and a hat on hot days.

Traffic Safety: The safety of the students is the most important goal during drop-off and pick-up. We all have the responsibility to see that every child is safe. In addition, we need to keep traffic moving to facilitate student arrival and dismissal in a timely way.

It is imperative that the following rules are observed:

- Establish with your child the safest route to and from school. Monitor his/her route from time to time.
- The curbed area in front of the school is for drop off and pick-up only. Do not leave your vehicle. Do not make phone calls, text, etc. from the loading zone. It is for very quick drop off and pick up.
- Do not stop at red curbs. Doing so creates unsafe conditions for others (pedestrians, buses, other cars).
- Children should cross the street only at the 3-way STOP intersection. It is unsafe to cross anywhere else.
- Do not pull into the Staff Lot to drop off students. There is no safe zone to walk.
- **Do not make U-turns anywhere on Greyling Drive.** Go to a side street, if you need to turn around.
- Do not park next to another vehicle (double-parking) and do not let your child run between cars. Other drivers may not see your child.
- Be patient! You are training your child(ren) on how to follow rules and laws by the example you set.

After School Arrangements: Parents and children should make arrangements on how students should get home before the child comes to school each day. Students should not need to call home. If a situation changes, the parent should call the school office and we will get the message to your child.

Children will only be released to an adult whose name appears on the enrollment card. If you plan otherwise, please inform the office in writing. We cannot accept “over the phone” authorizations.

Students Leaving School before Dismissal: If an emergency arises and parents need to pick up their child before school dismisses, the child needs to be signed out in the school office. Please go to the office, sign your child out, and the office personnel will call the classroom and have your child meet you in the office.

Visitor Protocol: Volunteers supporting school programs are allowed on campus at the discretion of the Principal. Volunteers will need to comply with the same health and safety requirements as school staff members.

Before and After School Care:

PrimeTime: The PrimeTime Extended Day Program runs before and after school here on the Jones campus. Say San Diego partners with San Diego Unified to provide the program on our school site. PrimeTime provides students with a fun and engaging learning environment during the hours most parents/guardians are working. Parents/guardians can feel comfortable knowing their children are not only receiving professional academic support, but are also interacting with peers in a physically and emotionally safe environment. Space is limited. Visit our school website for more information and links to the registration.

Boys and Girls Club: Boys and Girls Club of Linda Vista also offers after school childcare. They offer after school programs and activities which stress academic achievement, good character, citizenship, and healthy lifestyle. Currently they are NOT using their bus to pick up students from the school site, you would need to arrange transportation to the Ron Roberts Family Branch in Linda Vista. Space in licensed child care and enrichment programs is limited. Registration is accepted on a first come, first serve basis.

Classroom Assignments: Every elementary school in our district must abide by a formula that controls how many teachers are assigned to a school. If enrollment is up or down, we could either gain or lose a teacher. Any change in the total number of teachers assigned means a reorganization of present classes. **Therefore present class assignments are temporary and subject to change until our official district allocations are given in October.**

Student placement is a team effort involving the classroom teacher, the principal, and any other professionals at our site who know your child's academic and social/emotional needs. Parents are an essential part of the team as they have valuable insights. We welcome information regarding the type of learner you feel your child is and the type of environment your child will work best in for a successful year, **we will not** however take specific teacher requests.

Health and Wellness Policy: At Jones we believe in educating students to be healthy and active, so that they carry these habits with them for the rest of their lives. Through the guidance of our District's Health & Wellness Policy we have made a number of positive changes as we move towards a healthy environment for all students.

The majority of the sugary/unhealthy treats (like cupcakes) that arrive on our campus are for student birthdays. Our Jones policy is that each classroom is allowed a maximum of THREE parties/celebrations per year. At these events, healthy or non-food items are encouraged.

Teachers **MUST** be told in advance if you are sending any food item to share with the classroom. (Students with allergies or special diets could be harmed/excluded without approval from the teacher.) Food items brought outside of the THREE approved parties/celebrations will NOT be distributed. In circumstances where food cannot be avoided at celebrations, the items should comply with the district allowable food guidelines found at www.sandi.net/food or on our school website.

Birthdays are a very important day in a child's life and while cupcakes and other unhealthy food items will not be permitted to be distributed within the classroom, there are many other ways you can celebrate your child's special day. Please check with your child's teacher about these or any ideas you might have...

- Purchase a "Birthday Book" from our school librarian and your child will be the first to check it out.

- Send a wrapped book for your child to unwrap and share/read, then your child can "gift" it to the classroom library.
- Promote social awareness through a small donation to an organization (e.g., UNICEF, Habitat for Humanity, EdUCate!); your child can show/tell the class about the organization
- The class can sing happy birthday, but your child has the party at home (Birthday Party invitations may only be distributed at school if the ENTIRE classroom is invited.)

Parent Communication Process: Class Dojo is our school wide Family Communication Platform. Families can join from any device and receive messages in over 30 languages. It is an easy and efficient way to stay in communication with classroom teachers. **Remember that during the instructional day their focus is on students, so they will not be available to correspond back and forth at that time.**

If you ever have a concern or issue, we encourage families and staff to resolve problems collaboratively. Teamwork, and getting conflicts resolved in a timely manner, is very important to your child's education. Should you have a school related problem, follow the steps outlined here. It is very important to include your child's teacher in this process and document all contacts you have with personnel.

Step 1: Always start with the person with whom you have a concern.

Step 2: If the problem or conflict is unresolved, it is essential that the school principal be included in the process of resolving your concern.

Step 3: If the issue cannot be resolved at the school site with the principal, you may address your concern or conflict with the Quality Assurance Office at qualityassurance@sandi.net or 619-725-7211.

*If there is a conflict or concern with another student in your child's classroom, share those concerns directly with the classroom teacher. If the issues are occurring outside of the school day speak directly with PrimeTime or your child's afterschool care staff. **Do not** approach a student as they walk to or from school as this type of interaction is not appropriate and can lead to increased conflict among families.

Extracurricular Activities: The Jones school staff encourages student participation in school activities as a necessary ingredient for overall development and success. Many extra-curricular activities will be available this year. Please check our website and look for flyers on the PeachJar link. Leadership opportunities will also be available to students i.e. Student Council (3rd – 5th) and Safety Patrol (5th).

The Safety Patrol is trained and monitored by the San Diego Police Department. Please remember to be kind and respectful as they support our school. **If you have an issue or concern, please bring it to the office rather than confronting a student.**

Building Community and Student Behavior: The Jones expectation is that all teachers will spend quality time throughout the year to nurture and build an academic community of growth oriented thinkers, listeners, readers, writers, and speakers. We are always working towards creating ways to foster positive behaviors in our students that are intrinsically motivated.

Restorative practices cultivate community with a focus on building strong relationships between students and staff. They hold students accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members.

Fundamentally, the concept of restorative practices is disarmingly simple: that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. Being restorative is about building relationships and connections with students which will positively impact academic performance.

SDUSD Restorative Practices Mission Statement-

To empower students, staff, and families by giving them the skills to use proactive and responsive communication tools that nurture a positive school climate and address conflict by honoring the voice of all stakeholders in a way that is safe, respectful, equitable, and ensures accountability.

As an educational institution we are here to facilitate teaching and learning and we are committed to supporting our student's behavioral needs as we do their academic needs. Causing harm within the learning community, in the classroom or on the playground, is never acceptable.

Progressive Consequences: An elementary school's goal is not to punish a child who misbehaves, but to "separate the deed from the doer," work with the child, and implement the level of appropriate consequences that will effect a change in future behavior. School Board Policy states..."suspension may be imposed only when other means of correction fail to bring about proper conduct."

A system of "progressive" consequences means that a student may move through a series of interventions and/or consequences over time, depending on his/her response to previous interventions. Since the severity of behaviors can vary greatly, and every incident and circumstance is considered on an individual basis, a student may enter the steps below at any level, and steps may be repeated or combined. **Note: Discipline is part of a student's confidential record. By law, no information about a child's consequences can be shared with another family.**

Possible Consequence Steps:

- Teacher counsels student. Calls parent and documents call.
- Teacher has conference with student and counselor and/or principal. Contacts parent and documents call.
- Suspension from class for the remainder of day and day following (if necessary) by teacher (In-School Suspension). Office will immediately contact the parent and document the call. Teacher will call the parent to set up an immediate teacher-parent conference.
- Parent is contacted by the principal. Suspension from school may be appropriate.

Guidelines for Suspension and/or Expulsion: If a student's behavior falls under any of the reasons outlined by the district, he or she may also be recommended for suspension and/or expulsion by a principal or designee. For more information on the district's discipline policy please go to:

<https://www.sandiegounified.org/expulsion>.

Bullying Policy: Jones Elementary School is a caring learning community. This policy has been created to support our values of respect and caring for others, and to support our students in learning together as a community. We adhere to the district's bullying policy which can be found on our website, in "Facts For Parents" distributed the beginning of the school year, and on the district's website

www.sandiegounified.org

Just as students are growing as academic learners, they are also growing their social skills. It is not uncommon for friendships to have conflict. Sometimes students are able to problem solve through their

issues and other times they need an adult to help. **Bullying differs from student conflicts as it only goes one way, it is on purpose, and it is repeated.**

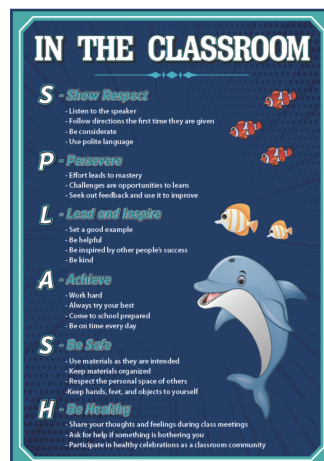
Any staff member that observes, overhears or otherwise witnesses bullying (including cyber bullying), harassment, or intimidation, or to whom such actions have been reported will take prompt and appropriate action to stop the behavior and to prevent its recurrence. The classroom teacher will use his or her discretion to resolve the situation and shall refer incidents that have not been resolved to the Principal or School Counselor.

Positive Behavior Interventions and Supports (PBIS): PBIS are used across the country and calls on schools to teach kids about behavior, just as they would teach about any other subject—like reading or math. PBIS recognizes that kids can only meet behavior expectations if they know what the expectations are. Throughout the school day—in class, at recess, at lunch—students understand what's expected of them. The focus of PBIS is prevention, not punishment.

PBIS has a few important guiding principles:

- Every child can learn proper behavior.
- Stepping in early can prevent more serious behavior problems.
- Each child is different and we provide many kinds of behavior support.
- How we teach behavior is based on research and science.
- Following a child's behavioral progress is important.
- We gather and use data to make decisions about behavior problems.

At Jones we utilize the term SPLASH as a common language school wide for positive behavior expectations. S-Show Respect, P-Persevere, L-Lead and Inspire, A-Achieve, S-Be Safe, H-Be Healthy



Classroom Rewards:

Each classroom teacher awards positive behavior in a variety of ways. Some of these awards may include: verbal praise, certificates, treasure chest, personal notes to the student and/or home, stars/stickers on wall charts, free-time, homework passes, etc.

Jones Elementary Behavior Expectations

Jones Dolphins make a SPLASH!

	Classrooms	Walkways & Common Areas	Lunch Arbor	Bathrooms	Playground	During an Assembly
S Show Respect	<ul style="list-style-type: none"> - Listen to the speaker - Follow directions the first time they are given - Be considerate - Use polite language 	<ul style="list-style-type: none"> - Listen to teachers and staff - Respect the personal space of others - Keep walkways clear and clean 	<ul style="list-style-type: none"> - Listen to staff and teachers - Use good manners - Talk softly - Respect the personal space of others 	<ul style="list-style-type: none"> - Use inside voices - Wait your turn calmly - Respect privacy 	<ul style="list-style-type: none"> - Take turns - Share equipment - Play by the rules - Have good sportsmanship 	<ul style="list-style-type: none"> - Listen to the speaker - Participate - Sit quietly and appropriately - Use appropriate applause - Enter and exit calmly and quietly
P Persevere	<ul style="list-style-type: none"> - Effort leads to mastery - Challenges are opportunities to learn - Seek out feedback and use it to improve 	<ul style="list-style-type: none"> - Go directly to your destination 	<ul style="list-style-type: none"> - Wait your turn - Be patient 		<ul style="list-style-type: none"> - Stick with a game even if it is hard at first - Remember practice helps you improve 	
L Lead and Inspire	<ul style="list-style-type: none"> - Set a good example - Be helpful - Be inspired by other people's success - Be Kind 	<ul style="list-style-type: none"> - Hold doors for others - Be Kind 	<ul style="list-style-type: none"> - Invite others to sit by you - Be Kind 	<ul style="list-style-type: none"> - Set a good example - Be Kind 	<ul style="list-style-type: none"> - Invite others to play - Use encouraging language - Apologize for mistakes - Be Kind 	<ul style="list-style-type: none"> - Set a good example - Be Kind
A Achieve	<ul style="list-style-type: none"> - Work hard - Always try your best - Come to school prepared - Be on time every day 	<ul style="list-style-type: none"> - Stay quiet, classrooms are learning 		<ul style="list-style-type: none"> - Use time wisely 	<ul style="list-style-type: none"> - Line up calmly when the whistle blows - Get your mind ready for learning 	<ul style="list-style-type: none"> - Share your new learning with others
S Be Safe	<ul style="list-style-type: none"> - Use materials as they are intended - Keep materials organized - Respect the personal space of others - Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> - Walk at all times - Keep hands and feet to yourself - Walk face forward - Pay attention to the surroundings as you walk 	<ul style="list-style-type: none"> - Eat only your food - Respect the allergy zone - Raise your hand for help - Keep hands, feet, and objects to yourself - Stay in designated area 	<ul style="list-style-type: none"> - Use equipment and supplies properly - Report problems to an adult - Keep water in the sink - Throw trash in the receptacle 	<ul style="list-style-type: none"> - Stay in designated area - Use equipment appropriately - Immediately and accurately report problems 	<ul style="list-style-type: none"> - Keep hands, feet and objects to yourself - Stay in designated area
H Be Healthy	<ul style="list-style-type: none"> - Share your thoughts and feelings during class meetings - Ask for help if something is bothering you - Participate in healthy celebrations as a classroom community 		<ul style="list-style-type: none"> - Eat a rainbow of colors - Bring only healthy and nutritious food items for snack and lunch - Leave a clean table, seat, and floor 	<ul style="list-style-type: none"> - Wash your hands 	<ul style="list-style-type: none"> - Keep your body moving - Take deep breaths and enjoy the fresh air - Work together to solve problems 	

Back-to-School Night: This year Back-To-School Night will be Thursday, September 8th from 5:00 - 6:15. This is a time set aside for parents to meet their child's teacher and to familiarize themselves with their child's classroom. Grade level expectations, classroom expectations, classroom daily schedule and the school and classroom discipline plan will be discussed. This evening is the time to ask questions regarding anything to do with the classroom, the learning program, and anything in general that have to do with the school. Questions or issues concerning your child should be discussed at the parent-teacher conferences scheduled for that purpose. Make an appointment with the teacher if you wish to have a conference before the regularly scheduled conference time in November.

Parent-Teacher Conferences: Jones School schedules two formal parent conferences days a year. The conferences provide an opportunity for the teacher and parent to discuss the progress or specific reason why a child is doing a certain quality of work. Parents have a responsibility to their child to make themselves available for these conferences. Teachers will attempt to coordinate conferences for parents with more than one child. This conference time provides you with the opportunity to be a partner in your child's learning.

Spring Showcase of Learning/Open House: In late spring, our Showcase of Learning is scheduled to give your child the opportunity to share his/her school experiences with you. It is a wonderful opportunity to tour the classroom, see student work, and connect with teachers and classmates. Again, specific issues or concerns pertaining to your child should be addressed at another time. Our hope is that this year we will be able to hold the event in person, but we will continue to follow the Health and Safety policy of the district at that time.

Jones Dress Code: The students and staff at Jones Elementary School expect everyone to have high standards of conduct and appearance. Clothing should be suitable and comfortable for normal school activities. Clothing and accessories cannot detract or interfere with the teaching and learning in the classroom.

- Clothing must be tasteful, neat, and clean
- Shoes must be appropriate for P.E. and the playground. (Daily)
- Clothing needs to cover undergarments at all times

If your child comes to school in clothing or accessories that distract from learning, has inappropriate language, promotes violence or hate, or encourages the use of illegal substances; they will be sent to the nurse's office and returned to class once appropriate clothing has been delivered.

Attendance Policy: School, even in the early years, is critical to building a strong foundation for learning that will help your child succeed in middle school, high school and beyond. You cannot make up for too many absences with homework or take-home assignments. Each day your child is not in school is a missed opportunity to learn something they will need in order to understand more difficult material later. Help your child succeed in their future. Make sure they are in school every day.

The California Education Code (Article 6, Chapter 2, Part 27) requires that parents send their children to school.

Attendance is the student's and parent's responsibility. If a student is to be absent from school, his or her parent or guardian must call the attendance office at (619-605-8800) to report the absence. Please make sure you state the reason for the absence, so the attendance clerk can record the absence properly. Any absence which has not been cleared within five (5) days will be recorded as truancy. If a student arrives after the school day begins, he or she must report to the main office for a tardy slip before being admitted to class.

Excused absence: Excused absences are those which are due to verified illness, for professional health care services, or those which constitute personal emergencies such as court appearances, religious ceremonies, funeral services, etc.

Unexcused absence: Unexcused absences include, but are limited to: vacations, car problems, missed busses, oversleeping, alarm problems, and child care issues.

Truancy: Truancy is defined as an "absence from class without parental or school permission" and is taken seriously at Jones. Three trancies (unexcused absences) will result in a letter from the district and a phone call to meet with the counselor or nurse. Six trancies will be referred to School Attendance Review Board (SARB). If the SARB cannot resolve the attendance problem, it has the authority to refer cases to Juvenile Court. For additional details go to the website <http://www.sandi.net/policy>

Tardiness: Children are expected to arrive at school promptly every day. Those who arrive after 7:45 a.m. will miss valuable learning time. The following may result if students are chronically tardy:

- A parent conference with the teacher and/or the counselor.
- A home visit by a school official, and/or referral to the School Attendance Review Board (SARB).

Excellent Attendance: Students who have Excellent Attendance will be recognized. Excellent attendance is a total of three or less absences, tardies, or early withdrawals.

Short Term Contract for Independent Study (ISC) Policy: District Procedure No. 4316 outlines the administrative procedures governing short-term ISC during the regular school year. The ISC allows students to complete academic requirements during a pre-approved short-term absence of **no less** than 5 days and no more than 20 days from the school. When a student misses school using ISC, those days are not counted as absent (it is important to know that when students are absent the District loses Average Daily Attendance funds) if the contract is completed. The ISC forms include two parts. The **Master Agreement** is the first part and incorporates language required by the California Department of Education (CDE) and the signatures required. The **Assignment Contract for Master Agreement** is the second part and contains additional language required by the CDE, space for the teacher's assignments, and the teacher's signature. **All of the information mentioned in this paragraph normally must be completed before the pupil leaves, or the contract is invalid. With the impacts of COVID-19 there may be an instance where the contract is created after a student is home. We will handle these situations on a case by case basis.** The following steps describe the standard operating procedure for handling ISC:

1. Contact the school office to receive an I.S.C.
2. Parent will fill out and sign the contract
3. Teacher provides classroom work that will be missed
4. Student will turn in completed work upon their return

Academic Achievement: At the Jones Elementary School, we believe that all students have the capacity to grow and learn. We strive to provide our students with the highest quality of instruction based on proven practice and research. We use data to drive our instruction and work diligently to ensure that our students receive the education they will need to become active participants in the society of tomorrow.

Curricula: The state of California has adopted the National Common Core Standards. Information about the Common Core State Standards is available on the California Department of Education web site: <http://www.cde.ca.gov/ci/cc/>. Standards were developed to raise the expectations of what

students should know and should be able to do in all core content areas. The Standards define essential skills and knowledge. **Everything that we teach is aligned to these standards. We use a variety of instructional materials to help students to achieve and exceed grade level Standards.**

The Standards do not exist in isolation. Knowledge and skills increase in complexity in a systematic fashion from kindergarten through grade twelve. At our school, educators are knowledgeable of what students are expected to know and do at each grade level and their experience helps meet each student at their point of need to maximize growth.

Literacy: Our literacy program is designed to teach students to become strategic readers and writers. Based on the San Diego TK-12 Literacy Framework and the National Common Core Standards, students participate in a balanced literacy approach each day. This includes read aloud, shared reading, guided reading, independent reading, word study, modeled writing, shared writing, guided writing and independent writing. Questioning strategies are used to strengthen and develop higher level thinking skills, comprehension and student-to-student interaction or accountable talk. Speaking and listening skills are also an integral part of our literacy instruction.

Mathematics: Envision Math www.ensonmathca.com is our mathematics adoption and is used in grades TK-5. Driven by the National Common Core Standards and District Framework, our curriculum is comprehensive and balanced. We use an inquiry approach to problem solving and meaning making. Students develop the number sense needed to master basic computations, as well as the broad range of problem solving strategies needed to develop understanding related to data analysis and probability; geometry and spatial concepts; measurement; numeration and order; operations; patterns, functions, and sequences. Mathematics is also integrated with other content areas and with real-life situations.

Science & STEAM: Our science instruction is transitioning to Next Generation Science Standards (NGSS). The disciplinary core ideas cover physical science, life science, Earth & space science, and engineering, technology and the application of science. We are in our 5th year of the Unified STEAM rollout. STEAM is a collaborative, interdisciplinary, inquiry approach to learning. It enables students to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Physical Education: A physical education teacher directs the physical education program at Jones. The P.E. program offers students structured lessons in physical fitness and physical skills development, as well as instruction in recreational and sports skills, and games. Classroom teachers also coach students during IMPACT twice a week for 20 minutes. California Education Code requires students be provided 200 minutes of physical education instruction every ten days. All students are required to participate.

Instrumental Music: All 4th & 5th grade students are provided the opportunity to have an Introduction to Music as they prepare for middle and high school. Students are expected to participate in the music program. Classes are held one day a week by a district visual and performing arts teacher.

Art: Through the arts, students have a unique means of expression that captures their passions and emotions and allows them to explore ideas, subject matter, and culture in different ways. Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, and communication. Our PTA financially supports the Art program at Jones, supporting the PTA supports the Arts here at Jones!.

Visual and Performing Arts (VAPA): This year Jones has allocated Title I funding to pay for the Arts Education Program. District VAPA teachers will report twice a month to provide students with a rotation of theater, music, and visual art while classroom teachers collaboratively plan with their colleagues.

Assessment: Multiple Sources of Information to Assess Student Learning

Each teacher will use multiple sources of information to inform his or her understanding of student progress toward grade level expectations. Multiple sources of information provide different perspectives on student learning. Sources of information include teacher observations documented in notes, running records, essays, student responses to teacher questions, student dialogue with the teacher and peers, and performance tasks. Grade level assessments and State assessments are an integral part of our student monitoring system.

Standards Based Assessment Consortium (SBAC): ALL students in grades 3-5 will take the SBAC (National Common Core Assessment) in English language arts and mathematics. Grade 5 will also take the CAST for science composed of items that were developed specifically to assess students' performance on California's content standards. The State Board of Education adopted the content standards specifying what all California children are expected to know and be able to do. The content standards are grade and course specific.

English Language Proficiency Assessments for California (ELPAC): The California Department of Education has mandated the ELPAC be administered to every new English learner K-12 upon enrollment. The ELPAC is given to English language learners every February/March to measure their language acquisition over time.

Instructional Supplies: As a public school, we will provide all books and materials needed. Students will be responsible for all books and materials entrusted to them. The cost of lost or damaged textbooks will be billed to the student's family in accordance with School District procedures.

School Library: Each class will visit the school library one day a week. The goal of the Library is to encourage all students to become excited about exploring the wonderful world of books.

Homework Policy: School District Policy requires the assignment of homework to students in K-12. Assignments are given on a daily or weekly basis. Each grade level develops a homework policy and will communicate the policy to parents in writing and at Back-to-School Night. If you have a concern about the quantity or quality of your child's homework, please contact the teacher. **While parents are encouraged to assist and supervise children's home learning, they should not do it for them.** Homework is designed to help students extend or reinforce concepts presented in the classroom as well as to develop organizational and time management skills. **If homework is taking over an hour or creating conflict due to the level of difficulty, please connect with the teacher so that they can make modifications as needed.**

Learning to read is one of the first and most important tasks your child encounters in school. A child who experiences success in reading will approach other tasks with an expectation of success. Much of our energy and most of our resources are directed toward the reading program. Plan to set aside a time for reading at home on a daily basis. Parents are asked to encourage students to **read at home nightly for at least 20 minutes.**

Lost and Found: The Lost and Found items are located on campus outside the auditorium. Please label all clothing with your child's name, especially all outer clothing (sweaters, coats, rain wear, etc). Please label lunch boxes and any other items brought to school (backpacks, pencil boxes, etc.) Retrieving

items from the lost and found is the responsibility of the student. During conference weeks we will move the Lost and Found to the front of the school. At the end of each trimester items not picked up will be donated.

Toy Policy: The following items are **not** allowed at school: toys, trading cards, video games, electronic games, gum, iPods, and digital cameras (unless used for school project with teacher approval). These items cause distractions to the learning environment and will be confiscated. Parents/guardians can pick up items in the front office. **Theft or loss of such items will not be investigated by school personnel.**

Cell Phone Policy: All students (K-5) may have cell phones, pagers, and other electronic signaling devices on school grounds and school buses, at school-sponsored activities, and while under the supervision of district employees, but **these devices must be kept out of sight (in backpacks or given to the teacher to hold) and turned off during instructional day (7:45 am – 2:15 pm)**. Students may use cellular phones, pagers, and other electronic signaling devices off school campus before school begins and after school ends.

Unauthorized use of these devices distracts from the learning environment. School officials, including classroom teachers, may take devices away from students for inappropriate use during the school day. Repeated unauthorized use of such devices may lead to disciplinary action.

Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. Should this occur, emergency communication could also be affected. It is important that cell phones and other devices be used sparingly so that emergency services have priority to assist the students and staff on the site.

Theft or loss of such devices will not be investigated by school personnel. Students bring such devices at their own risk.

Animal Policy: Pets and other animals are not to be brought onto school grounds at any time. Animals are permitted at school only when needed for instructional purposes and when under the strict control of qualified instructors or handlers. Service Animals are welcome and should be brought to the office when checking in.

Emergency Preparedness Plan: Our School Safety Plan for emergency preparedness includes practice fire, lock down, and earthquake drills for staff and students on a regular basis. A large-scale emergency preparedness drill involving all staff, students, and parent volunteers is required each year.

There are evacuation maps posted in each room. In the event it is necessary to evacuate the school campus, students will be taken to Serra Mesa Community Church on Harjoan Avenue. In the event of an emergency that warrants a campus lock down, during school hours, school personnel will seal off the school, locking gates to account for, protect and provide support for our students. Parents can request their child(ren) at the Parent Communication/Request Gate located in front of the school next to the office door once the San Diego Police Department has given the "all clear". This protocol will provide us the opportunity to account for all of our students and ensure that they are released to authorized adults only.

Short intermittent bells = evacuate

Long continuous bell = lock down, duck and cover

Health and Accident Procedures: It is absolutely imperative that Emergency Cards be kept up to date. When a child becomes ill at school, we always try to contact a parent first. If we are unsuccessful in reaching a parent, we will then try to contact an alternative person listed on the child's emergency card. **THE HEALTH OFFICE IS NOT EQUIPPED TO TAKE CARE OF SICK OR INJURED CHILDREN FOR ANY LENGTH OF TIME.** Parents are responsible for their children and must leave work to pick up an ill/injured child if there is no one else available on the emergency card.

Sick students should not be sent to school. Symptoms such as fever, runny nose, stomach aches, cough, headache or vomiting during the night or previous evening may indicate a contagious condition. If your child has a contagious disease, please notify the school immediately so that steps can be taken to prevent epidemics. Contagious diseases may be life threatening to some of our students. Your child may be readmitted to school when the contagious period of the disease is past.

When a student is initially identified as having live head lice, the student is to be excluded from school at the end of the school day for treatment. Until the end of the school day, students should avoid activity that includes head-to-head contact with other children. **After treatment at home, it's mandatory to return to school the next day via the health office, for inspection.** As such, parents are advised to accompany their child to school. Upon checking the head, if live lice are found, the child returns home with the parent for treatment. If the child has been treated and there are no live lice, the child may return to class. We encourage the removal of nits but children can return to class if they have been treated, even though nits are still present.

Any medications, including aspirin, cough drops, etc. that are needed to be given at school must be turned into the office by the parent/guardian. Medication must be kept in the nurse's office and dispensed by the nurse, health technician or school secretary. Parents must obtain written directions from a physician concerning dispensing the medication including over the counter medications. Forms are available in the health office. The medication must be in the original pharmacy container with the directions written on it. Parents and doctors are required to sign an authorization for the school personnel to administer the medication.

Parent Support and Participation Opportunities:

Parent Teacher Association (PTA): The PTA is a group of parents and faculty members committed to providing the best education possible for children, through advocacy, volunteering time and raising funds. The PTA's goals and objectives are to promote the welfare of the children and youth at home, at school and in the community. The PTA strives to create a closer home and school connection so that parents, teachers and other staff may work together to promote the best education for each child.

Annual membership is encouraged by all families of any child attending the school. PTA funds many excellent enrichment programs for our students which include: art program, assemblies, field trips, family programs, a reading incentive program, special curriculum, supplementary literature and teacher requests for classroom purchases.

If you are interested in becoming a member, check out <https://jonespta.org/> or email jonesdolphinspta@gmail.com .

School Site Council (SSC): The SSC consists of elected parents, committee representatives, and staff. Elections are held each fall, and members serve a two-year term each. The SSC evaluates school programs and student achievement and offers suggestions to improve communication between school

and community. The SSC makes recommendations and decisions concerning budget issues. The team includes parents, teachers, classified staff, and the principal. The agendas/minutes are available for public review on our website and the meetings are open to the public.

School Governance Team (SGT): The Governance Team is a shared decision making body required at each school by the San Diego Unified School District Board of Education. The team meets regularly to discuss issues, gather input and make recommendations about topics affecting our school and our children. The team includes parents, teachers, classified staff, and the principal. The agendas/minutes are available for public review on our website and the meetings are open to the public.

English Language Learners Advisory Committee (ELAC): The English Language Learners Advisory committee is made up of parents of children who speak English as a second language. These parents take an active role in giving and receiving information related to our English Language Learner Population. This committee has chosen to designate a representative to meet with the SSC.

Title I Parent Information: Title I is a K-12 program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children. The program is intended to help ensure that all students meet state academic standards.

Goals of Title I

- Increase academic achievement
- Provide direct instructional support to students
- Provide professional development for teachers
- Promote parent education and involvement

Title I Parent Rights

- Ask for meetings and trainings
- Review the results of annual parent involvement effectiveness survey
- Review the school's achievement data
- Review the parent involvement plan in the Single Plan for Student Achievement (SPSA)
- Review and modify the Title I Parent Involvement Policy and Home/School Compact

Title I Parent Involvement Policy: Each year the Title I program and its requirements will be shared with parents at a public meeting. Jones will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school to include all stakeholders. Topics covered during the meetings will include:

- Improving communication between the school and home.
- Discussing current student assessment data and student progress.
- Providing information about school and district resources for student academic improvement.
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
- Conferencing with teachers.
- Providing training programs to help parents support and work with their children at home and at school.
- Advocating for teachers and parents and valuing cultural diversity.



San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

JONES ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-2023.

Jones Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Teachers will communicate with parents via written progress reports per the district reporting schedule three times per year.
- Teachers will communicate with parents on an individual basis as needed: weekly, bi-monthly, or monthly.
- Parent teacher conferences will be for one week during November and March. Additional conferences are scheduled as needed in June.
- Teachers are available to parents before or after school daily.
- Teachers are available for appointments throughout the week and will accommodate parents as needed.
- The principal invites parents to visit and conference regarding any concerns they may have about the school or their child's education.

- Teachers accept phone conferences, video conferencing and are available via email during the non-instructional day.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Teachers provide assistance in understanding the content standards, assessments, and how to monitor and improve achievement during Back-to-School night presentations. They also include tips and ideas for supporting students at home.
- Teachers provide assistance in understanding the content standards, assessments, and how to monitor and improve achievement during the parent teacher conferences in November and March.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- When teachers meet with parents during parent teacher conferences they train them on how to best support their child at home.
- At least three parent/family workshops are held per year by the principal. The beginning of the workshop trains parents on best practices within the classroom and how they can connect to that learning at home. Then parents go into their child's classroom to see their new learning in action and try-on strategies discussed in the workshop.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Staff members are continually encouraged to create equal partnerships with parents.
- Parent participation rates are collected for each classroom and monitored. When there are trends of low participation, staff members meet to brainstorm ways to increase parent engagement.
- Staff members are encouraged to connect with parents through Class Dojo, at dismissal and at school and PTA events. This fosters stronger relationships and makes them more approachable to parents.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- The school has a parent volunteer workroom that is open when the health and safety guidelines permit. Training is offered periodically to train volunteers on how they can support the classroom teacher and how to use the workroom equipment.
- At least three parent/family workshops are held per year by the principal (May be Virtual or In Person). The beginning of the workshop trains parents on best practices within the classroom and how they can connect to that learning at home. Then parents go into their child’s classroom to see their new learning in action and try-on strategies discussed in the workshop.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Whenever possible the school translates flyers, notices, and meeting agendas in a language/s the parent can understand.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- The front office staff maintain a welcoming environment for parents. They record any requests and share that information with the appropriate staff. Those requests are followed up in a timely manner.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- The school tries to recruit parents with limited English proficiency, parents with disabilities, and parents of migratory students to hold positions on school committees to ensure there is wide representation of stakeholder input.
- The school has an English Learner Advisory Committee (ELAC) that advises the principal and staff in the development of the site plan for English learners.

This Compact will be in effect for the period of 2022-2023 School Year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 1, 2022.

/Allison Buell/

Signature of authorized Official here

4/26/22



San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

Jones Elementary
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2022-23

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Jones Elementary has developed a written Title I parent and family engagement policy with input from Title I parents. Parental input was sought from the “School Site Council (SSC), and School Governance Team (SGT) and community to provide an organized, ongoing and timely way of involving parents and providing them a venue to have input in the school. The Title I Parent Involvement Policy and its requirements will be shared within the fall semester.

It has distributed the policy to parents of Title I students. The school prints a copy for every student to take home to their families. A copy of the policy is also available through the school office and on our school website.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The policy is written each year in a consistent format following the school district’s template.
- Whenever possible the school translates the policy into the home language so the parent can understand.
- The policy is linked to the school website so members of the community have access.
- The School Site Council (SSC) meets monthly and the policy can be updated during the meeting. Each spring the document is fully reviewed and updated before it can be approved for the next school year.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Parental input will be sought from parent meetings such as SSC, and School Governance Team (SGT) to provide an organized, ongoing and timely way of informing parents of district initiatives, district programs, and to allow parents to have input that will result in school improvement.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- The annual meeting is held during Back-to-School night when there is high parent participation. (Virtually or In Person)

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Throughout the year meetings are scheduled before school, after school, or in the evenings.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Parental input will be sought from parent meetings such as School Site Council (SSC), and School Governance Team (SGT) to provide an organized, ongoing and timely way of informing parents of district initiatives, district programs, and to allow parents to have input that will result in school improvement.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Parents are notified in a timely manner through flyers sent home, the use of PeachJar, the school website, marquee, Class Dojo and via School Messenger emails.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The school provides an explanation of the curriculum, the assessments, and proficiency levels in the Family & Student Handbook. Each student receives a copy of the handbook the first week of school. The handbook is also available on the school website.
- Teachers provide an explanation of the curriculum, the assessments, and proficiency levels specific to their respective grade level during Back-to-School night presentations.
- Teachers provide an explanation of the curriculum, the assessments, and proficiency levels during the parent teacher conferences in November and March.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Parental input will be sought from parent meetings such as School Site Council (SSC), and School Governance Team (SGT) to provide an organized, ongoing and timely way of informing parents of district initiatives, district programs, and to allow parents to have input that will result in school improvement.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Teachers provide assistance in understanding the content standards, assessments, and how to monitor and improve achievement during Back-to-School night presentations. They also include tips and ideas for supporting students at home.
- Teachers provide assistance in understanding the content standards, assessments, and how to monitor and improve achievement during the parent teacher conferences in November and March.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- When teachers meet with parents during parent teacher conferences they train them on how to best support their child at home.
- At least three parent/family workshops are held per year by the principal. The beginning of the workshop trains parents on best practices within the classroom and how they can connect to that learning at home. Then parents go into their child's classroom to see their new learning in action and try-on strategies discussed in the workshop.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Staff members are continually encouraged to create equal partnerships with parents.
- Parent participation rates are collected for each classroom and monitored. When there are trends of low participation, staff members meet to brainstorm ways to increase parent engagement.
- Staff members are encouraged to connect at school and PTA events. This fosters stronger relationships and makes them more approachable to parents.

The school coordinates and integrates the Title I, Part A parental involvement program with other 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 (ESSA Section 1116[e][4]).

- The school has a parent volunteer workroom when health and safety policy allows. Trainings are offered periodically to train volunteers on how they can support the classroom teacher and how to use the workroom equipment.
- At least three parent/family workshops are held per year by the principal (virtually or in person). The beginning of the workshop trains parents on best practices within the classroom and how they can connect to that learning at home. Then parents go into their child's classroom to see their new learning in action and try-on strategies discussed in the workshop.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Whenever possible the school translates flyers, notices, and meeting agendas in a language/s the parent can understand.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- The front office staff maintain a welcoming environment for parents. They record any requests and share that information with the appropriate staff. Those requests are followed up in a timely manner.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- The school tries to recruit parents with limited English proficiency, parents with disabilities, and parents of migratory students to hold positions on school committees to ensure there is wide representation of stakeholder input.
- The school has an English Learner Advisory Committee (ELAC) that advises the principal and staff in the development of the site plan for English learners.

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.

This policy will be in effect for the period of 2022-2023 School Year

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 1, 2022

Signature of authorized official here

/Allison Buell/