



BOARD POLICY ON TITLE I SCHOOL-LEVEL PARENTAL INVOLVEMENT

This policy describes the means for carrying out designated Title I parental involvement requirements.

Title I School-Level Parental Involvement Policy

John Adams Academy (Academy or JAA) has developed a written Title I School-Level Parental Involvement Policy with input from Title I parents. Parents were included in the development of the policy through public hearing, surveys and individual meetings with staff. It has distributed the policy to parents of Title I scholars. The Title I School-Level Parental Involvement Policy is distributed to Title I parents upon identification of the scholar as Title I via written document and posting on the Academy website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at the Academy, the following practices have been established:

- The Academy convenes an annual meeting to inform parents of Title I scholars about Title I requirements and about the right of parents to be involved in the Title I program.
- The Academy holds an open hearing on an annual basis to discuss and seek input from stakeholders. These open hearings are used to receive parent input prior to the submission of the annual LCAP, LEA plan updates, charter revisions or program revision.
- Stakeholders include administration, board, parents and employees.
- In the spring, the Academic Advisory Council surveys stakeholders as a means of gathering critical information. Data is compiled and any necessary revision drafts are created.
- Previous hearings and surveys of stakeholders identified the following ongoing needs:
 - Scholars need excellent teachers
 - Scholars need to enter college to improve their ability to act as servant leaders

- Scholars need literacy skills
- Scholars need mathematics skills
- Scholars need to investigate and achieve their special excellence.
- JAA must create and maintain a safe and positive learning environment
- Scholars need increased opportunity for service learning
- Scholars need a learning environment that promotes parent and community involvement
- The Academy offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
- The Academy is responsive to parent input regarding timing of public meetings and holds meetings for the inclusion of Title I parents not only during the academic day, but in mornings or evenings, as necessary.
- The Academy will involve parents of Title I scholars in an organized, ongoing, and timely way, in the planning, review, and improvement of the Academy's Title I programs and the Title I School-Level Parental Involvement Policy.
- The policy will be updated periodically to meet changing needs of parents and the Academy. Title I parents will be included in the processes the Academy has in place for involving all parents in planning and designing the Academy's programs. [20 USC 6318 Section 1118(c)(3)]
- Examples of the types of opportunities for parent involvement include:
 1. Annual Meeting
 2. Public Hearings
 3. Public Board Meetings
 4. Stakeholder Surveys
 5. One-on-one meetings with parents
 6. Scholar Support Team Meetings (SST)
 7. ParentSquare
 8. Newsletters
 9. School Tours
 10. Volunteer Opportunities
 11. Mentoring Program
- The Academy provides parents of Title I scholars with timely information about Title I programs.

Examples of the types of opportunities for providing parents with information include:

1. Annual Meeting
2. Public Hearings
3. Public Board Meetings
4. Stakeholder Surveys

5. One-on-one meetings with parents
6. Website
7. Newsletters

The Academy provides parents of Title I scholars with an explanation of the curriculum used at the Academy, the assessments used to measure scholar progress, and the proficiency levels scholars are expected to meet.

In addition to communication methods previously described, the Academy includes Title I parents in the assessment and interventions for their scholars through the following process: The Academy reviews this process and will make any changes necessary to improve scholar performance. Scholars performing below standards receive targeted academic interventions through differentiated and small group instruction and have benefited from an increase of classroom aides and support staff to increase the percentage of proficient scholars.

The Scholar Support Team (SST) also provides an access point for scholars demonstrating gaps in achievement from their peers and in expected learner outcomes. The SST is comprised of the scholar's classroom teacher, another staff teacher, administrator, scholar services team member, parent and any other staff involved in prior supports and knowledge of the scholar and their needs. The teachers start the SST process following RTI in the event a scholar needs more help in achieving the academic standards. Each teacher has a resource binder that gives examples of items that can be used for different types of learners. There are many simple assessment tools that teachers can use throughout the day to assess how the scholar is doing in the classroom. If these tools are not benefiting the scholar after six weeks, a scholar study team will come together to help devise a plan for the scholar. Following the SST assessment the classroom teacher will continue to assess the scholar with the appropriate resources, and the team will meet with the parents to go over the results.

If requested by parents of Title I scholars, the Academy provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Administrators are available for meetings throughout the school day with Title I parents. Administrators are also available before and after school upon request of the Title I parent. These meetings provide an opportunity for one-on-one engagement of the Title I parent to be able to discuss Title I requirements, the rights of parents to be involved in programming and the measurable outcomes of such. In addition to availability of meetings with administration, Academy teaching staff and counselors are also available for meetings in before or after school upon parent request.

School-Parent Compact

John Adams Academy distributes to parents of Title I scholars a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire Academy staff, and scholars will share the responsibility for improved scholar academic

achievement. It describes specific ways the Academy and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I scholars.

1. The Academy's responsibility to provide high-quality curriculum and instruction
2. The ways parents will be responsible for supporting their children's learning
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on scholar progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School-Parent Compact, although a separate document, is included for review with this policy as an appendix.

Building Capacity for Involvement

John Adams Academy has set the following goals as a means for building capacity for involvement among Title I parents:

1. Engage Title I parents in meaningful interactions with the Academy. It supports a partnership among staff, parents, and the community to improve scholar academic achievement.
2. Provide Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
3. Provide Title I parents with materials and training to help them work with their children to improve their children's achievement.
4. With the assistance of Title I parents, education of staff members about the value of parent contributions, and in how to work with parents as equal partners.
5. Coordination and integration of the Title I parental involvement program with other existing programs, and conducting of other Title I supports in a seamless way to prevent isolation or segregation of Title I scholars, and encourage and support parents in more fully participating in the education of their children.
6. Distribution of information related to Academy and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
7. Provide support for parental involvement activities requested by Title I parents.

To help reach these goals, the Academy has established the following Ten Core Values and associated practices. Implementation of, and adherence to the core values by the staff, parents and scholars provides the foundation necessary for scholar success as well as providing the

culture through which the goals of the Title I Parent Involvement policy can be achieved. Each of the core values, and their associated activities and practices, provides information, access, education and support of the Title I parent in becoming involved in the education and success of their scholar.

#1 Appreciation of Our National Heritage

JAA scholars build appreciation of our national heritage through regular participation in ceremonies celebrating American Heritage and accessing approved curriculum. A nation that fails to recognize the sacrifice of others fails to honor its own dignity.

- Comprehensive study of the founding of the American Republic and its organic documents
- Core Value Assemblies
- Flag Ceremony
- Veteran's Day Celebration integrated with local veteran's groups supported by English and history assignments leading up to the celebration.
- Constitution Week celebration supported by English and history assignments leading up to the Academy-wide event.
- Core Knowledge teaches a component of US History and World History and its impact and influences on our national heritage in every grade level TK-8

#2 Public and Private Virtue

JAA scholars build public and private virtue by implementing appropriate behaviors, expectations, and participating in positive interactions with community members and organizations.

- Expected behavioral norms as well as expectations of interactions in the classroom
- Community involvement
- Mentors and role models
- Socratic discussions
- Positive behavior interventions based on real life problem solving expounding on this virtue

#3 Emphasis on Mentors and Classics

JAA scholars increase knowledge and skills through focus on mentors as models and classical education activities. John Adams Academy embraces these virtues and seeks to incorporate them through careful study, thought, discussion and practice. Our scholars see JAA as a community through which these virtues are developed and expressed.

- Based upon *A Thomas Jefferson Education* by Oliver DeMille, scholars are mentored through classics as part of our daily curriculum
- Scholars are provided access to the classics digitally, through hard copy and if needed, in alternative language translations.
- Focus on the use of primary source teaching. (ie. Euclid – Math, Darwin and Einstein – Science)
- Interaction with passionate professionals to inspire scholars to explore positive career and educational pathways
- Teachers provide a mentoring role for scholars and their families as they grow in our educational setting
- Positive behavior interventions using 1:1 mentoring pointing to experiences in classic literature to help with problem solving

#4 Scholar Empowered Learning

JAA scholars are empowered learners that take responsibility for learning through planning and evaluation, access to resources, and use of technology. Our mentors inspire our scholars to learn through quality mentoring. In addition to excellent teaching, JAA encourages its scholars to express their own ideas and perspectives during Socratic Seminars. Scholars also learn to apply their learning through high quality simulations and historical games. Thus, learning becomes engaging and experiential.

- Collaborative learning groups
- Advisory classes teaching leadership and life skills
- Planners for scholars to take responsibility of their daily work in grades 1st-12th
- Parent Portal to access Aeries (scholar information system) to monitor academic progress
- Positive behavior interventions designed to empower scholars to gain the tools necessary to make better decisions

#5 Fostering Creativity and Entrepreneurial Spirit

JAA scholars are empowered learners that foster creativity and entrepreneurship in academic and personal activities. The spirit of enterprise permeates our academy. Scholars study hard, parents volunteer their time, teachers create lessons and organize curricula, and staff implement programs and solve problems.

- Mentor classes
- Academic endeavors: scholar newspaper, science fair, the senior project, service learning projects
- Art and music as academic core classes
- Participation in JAA co-curricular activities: Scholar Council, yearbook, assemblies, and ceremonies
- Focus on positive affirmations of scholar actions demonstrating this virtue

#6 High Standards of Academic Excellence

JAA scholars are empowered learners that seek to excel in all academic areas. They seek academic excellence by acquiring the content knowledge and skills to become future leaders of our country.

- Rubrics to establish and communicate expectations of scholar work
- Support of academic excellence through Response To Intervention (RTI), built in learning labs
- Continual positive praise of our scholar's demonstration of this core value

#7 Modeling What we Teach

JAA scholars are empowered learners that demonstrate respect for others and themselves by holding themselves to the same standards that they seek in others.

- Staff development for teachers modeling the importance of ongoing learning
- Mentors for all staff and scholars
- Positive behavior interventions using this core value to point out opportunities for scholars to demonstrate this core value in the manner which they expect others to act.

#8 Abundance Mentality

JAA scholars are learners that are empowered to accomplish difficult tasks, understand complex texts and prepare for a life that accomplishes great things.

- Scholar initiated service learning projects focusing on the abundance of material and human capital
- Academy uniform swap to demonstrate good stewardship of necessary goods
- Encouragement of scholars to think and push themselves beyond perceived capacities

#9 Building a Culture of Greatness

JAA scholars are empowered learners that believe in developing a culture that strives to achieve greatness.

- Constant focus on the culture of inclusiveness, respect and virtue that the scholars have built
- 10 Core Value assemblies to highlight and articulate the application of core values
- Flag Ceremony
- Valley Forge Essay Contest and other academic contests
- Scholar Council, National Honors Society, attendance, character and honor roll and Forman awards.
- Inspiring Greatness seminars for families

#10 Self-governance, Personal Responsibility and Accountability

JAA scholars are empowered learners that not only seek to obey just laws, but to constantly strive to uphold the Ten Core Values and comply with the Academy's rules and regulations while participating in civic duties.

- Positive behavior interventions that articulate understanding that accountability equals personal freedom
- Positive re-enforcement for actions that embody all of the core values
- Organization of scholar-led core value assemblies and activities
- Scholar led senate discussion in upper school advisory
- Goal setting for strong modeling from staff

Accessibility

The Academy provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory scholars. Information and school reports are provided in a format and language that parents understand.

All information and reports are provided to families in English as the primary language of communication. In addition, information and school reports are provided to parents in alternative languages and formats based on the needs and requests of individual families.

Appendix:

John Adams Academy Title I School / Parent Compact

SECTION 1 - JOHN ADAMS ACADEMY AGREES TO:

1. Instill into the minds and hearts of the scholars knowledge of and respect for the ideals and values of the great men and women of history, including those who founded the American nation.
2. Provide a structured learning environment in a traditional setting that promotes high scholar academic achievement and effective instruction.
3. Provide scholars with challenging instructional curricula that will enhance their intellectual, social, and emotional development.
4. Emphasize a set of standards for personal responsibility, self-discipline, and self-respect through a strict disciplinary policy and focus on expectations for academic performance.
5. Respond to parent concerns in a timely manner.

SECTION 2 - THE SCHOLAR AGREES TO:

*Please check for agreement on each item: **

- Maintain a level of academic performance and conduct that meets or surpasses John Adams Academy standards.**
- Do all work as assigned by the teacher of his/her class(es).**
- Be properly attired according to the required dress policy as established by John Adams Academy.**
- Be on time and attend classes every day that the Academy is in session when in good health.**
- Observe all other established rules and policies as contained in the *Parent/Scholar Handbook*.**
- Enter the Academy with expectations of doing better than they have done in any school before and will improve any behavior or attitude weaknesses, which may prevent them from learning and enjoying the spirit of JAA.**
- Take an active part in advisory and mentoring classes and activities.**
- Do his/her part, as assigned, in keeping Academy facilities clean.**
- Follow the core values of John Adams Academy.**
- Not use cell phones during the academic day from 7:40 a.m. - 3:15 p.m. M-Th, and 7:40 a.m. - 12:30 p.m. on Fri.**

SECTION 3 - THE PARENT AGREES TO:

*Please check for agreement on each item: **

- Monitor scholar's progress online through the Academy's Student Information System.**
- Ensure that his/her scholar is properly attired according to the required dress code policy of John Adams Academy.**
- Ensure that his/her scholar regularly attends the Academy on time when in good health.**
- Support the closed campus policy wherein a scholar must be signed out by a parent in order to leave campus. If TK-6th scholar is tardy, parent agrees to sign their scholar in at the front desk.**
- Reimburse John Adams Academy for books, or other Academy property that his/her scholar loses or damages.**
- To support all other activities and policies contained in the *Parent/Scholar Handbook*.**
- Read all communications from the Academy in a timely manner.**
- Abide by all drop-off/ pick-up and parking policies**
- Model the core values of John Adams Academy while on campus.**

SECTION 4 - CONSEQUENCES OF BREACH OF AGREEMENT

If the scholar or parent fails to abide by this agreement, the scholar's enrollment may be terminated by the Academy.

BY SIGNING BELOW, THE PARTIES ACKNOWLEDGE THAT THEY HAVE READ THIS AGREEMENT AND WILL BE BOUND BY ITS TERMS AND CONDITIONS.