With the approval of LAUSD’s Board of Education, Griffith STEAM Magnet Middle School has written this Parental Involvement Policy (PIP) with input from Title I parents. Griffith STEAM Magnet Middle School developed this policy jointly with parents on November 8, 2018 by reviewing current school policy at the November ELAC meeting. Parents revised this PIP on 11/8/18 by holding an open meeting in the parent center and on 11/15/2018. The School Site Council approved the revised PIP on 11/15/2018. The newly adopted PIP was distributed to all parents in English and Spanish using multiple methods, including mailing the PIP home on 11/30/2018 and posting on the school’s website (www.griffithsteam.org) and through handouts given to students to take home.

This school-level policy describes the means for carrying out all Title I parental involvement requirements and contains the following four sections: I) Involvement of Parents in the Title I program, II) Shared Responsibility/Home-School Compact, III) Building Capacity for Involvement, and IV) Accessibility [20 USC 6318 Section 1118(c)-(f)].

**Section I: Involvement of Parents in the Title I Program**

To involve parents in the Title I program, the following practices have been established.

Griffith Middle School convened our Annual Title 1 meeting on 11/27/2018 in the school auditorium. Through this meeting, parents of Title I students were informed about the Title I requirements and their rights to be involved in the Title I program. Parents were presented information regarding the school’s Title 1 ranking and allocations directed to supplement student achievement. School data indicated academic growth and reduction in suspension rates during the last three years.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Weekly parent workshops in the parent center and monthly “Coffee with the Principal” meetings offer parents information on how to be involved in their child’s education.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I programs and the Title I parental involvement policy. Parent meetings on 11/8/2018 and 11/15/18 offered an opportunity to review and recommend changes to school parent involvement policy.

The school provides parents of Title I students with timely information about Title I programs. The school’s website, a monthly parent center calendar and weekly Connect-Ed messages keep parents informed. Two designated parent representatives participate in local district Title 1 meetings.

The school provides parents of Title I 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. The principal’s monthly meetings, English Learner Advisory meetings and parent center workshops provide parents information on curriculum, assessments and student progress.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Counselors provide an Individual Culmination Program for all students during the school day or if scheduled by a parent to meet after school.

**Section II: Shared Responsibility/Home-School Compact**

Griffith STEAM Magnet Middle School has written this Home-School Compact to inform how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. Griffith STEAM Magnet Middle School developed this Compact jointly with parents on 11/8/2018 by conducting open parent meetings which focused on developing parent involvement policy. Parents revised this Compact on 11/8/2018 by reviewing the school’s compact and comparing it with the district’s model. The School Site Council approved the Compact on 11/15/2018. The newly adopted Compact was distributed to all parents in English and Spanish using multiple methods, including mailing the Compact home on 11/30/2018 and through handouts given to students to take home.

The Compact describes how Griffith STEAM Magnet Middle School and families will partner together to help all students achieve the California state standards. It addresses the following legally required items: 1) the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the state’s academic achievement standards, 2) ways parents will be responsible for supporting their children’s learning and
academic achievement; 3) students’ shared responsibilities for improved academic achievement; and 4) the importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities.

The Compact is included at the end of this Parent Involvement Policy.

Section III: Building Capacity for Involvement

Griffith STEAM Magnet Middle School engages Title I parents in meaningful interactions with the school. It supports a partnership among teachers, all school 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 parents with assistance in understanding the California state standards, assessments, and how to monitor and improve the achievement of their children. The principal’s monthly meetings, English Learner Advisory meetings and parent center workshops provide parents information on content standards, assessments and methods to monitor and improve student progress.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. The principal’s monthly meetings, English Learner Advisory meetings, parent center workshops, and other contracted organizations that provide parents with materials and trainings to assist them to work with their children for improved academic success.

With the assistance of Title I parents, the school educates all teachers and all staff members about the value of parent contributions, and in how to work with parents as equal partners. Professional development and faculty meetings provide necessary time to develop strategies to incorporate parents as equal partners. Community partners such as Go EAST LA Programs are supported by faculty and staff.

The school coordinates and integrates the Title I 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. Two Community Representatives encourage and support parent involvement activities throughout the school year. The school’s Parent Center opens at 8:00 am to 2:30 pm. Parent trainings and parent volunteer organization are scheduled weekly.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand with enough notice for parents to plan accordingly. All school related activities and distributed information are translated into the students’ home language. The school provides translators for parent conferences as needed.

The school provides support for parental involvement activities requested by Title I parents. Parents are encouraged to participate on a parent advisory council, SSC, SDMC or as a school volunteer. Parent education classes are offered on campus including ESL and computer education.

Section IV: Accessibility

Griffith STEAM Magnet Middle School ensures accessibility and participation of all parents of Title I students. Opportunities for the participation of all Title I parents, include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

For parents with limited English proficiency, translation services are provided during school meetings and individual conferences. All Connect Ed and school correspondence are provided in the student’s home language.

Information and school reports are provided in a format and language that parent understands. School progress reports, state and district assessments, monthly school activities and calendar are provided in the child’s home language.

For parents with disabilities, accessibility to school functions is provided (handicap parking and preferred seating).
Griffith STEAM Magnet Middle School
School-Parent Compact 2018-2019

Griffith STEAM Magnet Middle School has written this School-Parent Compact to inform how parents, the entire school staff (Administrators, Classified, and other District Employees), and students will share the responsibility as partners for the improvement of our students’ academic achievement. Griffith developed this Compact jointly with parents on 11/8/2018 by holding an open meeting in the parent center and 11/15/18 in the library. Parents revised this Compact on 11/8/2018 and 11/15/18 by reviewing the current Compact with the district model. The School Site Council approved the Compact on 11/18/2018. Griffith has distributed the newly adopted PIP to all parents in English and Spanish. Multiple methods were used to distribute this Compact, including mailing the Compact home on 11/30/2018 and posting it on the school’s website (www.griffithsteam.org) and through handouts given to students to take home. This Compact includes the following sections: 1) Entire School Staff Responsibilities, 2) Parent Responsibilities, 3) Student Responsibilities, and 4) The Importance of Ongoing School-Parent Communication.

Section 1: School Staff Responsibilities

Griffith STEAM Magnet Middle School understands the importance of a quality education for every student and our role as educators and positive role models. We support a partnership with our parents as equal partners. As teachers, administrators, and support staff we pledge to provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards. Our school staff will provide Title I parents with assistance in understanding the California state standards, assessments, and how to monitor and improve the achievement of their children.

To assist parents in understanding the State’s academic standards, we will:
1. Provide meeting/workshops to inform parents regarding rigorous academic standards for all students through basic, auxiliary and supplemental services.
2. Meet with parents during to discuss curriculum standards during Back to School Night, Open House, Coffee with the Principal meetings, parent advisory meetings, and parent workshops in the Parent Center.

To assist parents in understanding the State assessments, such as the Smarter-Balanced Assessment, CELDT, and Early Assessment Program we will:
1. Meet with parents during Coffee with the Principal meetings, and Parent Advisory meetings, and parent workshops in the Parent Center.

To assist parents with understanding ways to monitor and improve the achievement of their children, such as: Parent conferences, curriculum nights, newsletters, school web postings and workshops are provided.

Ensure that students wear proper student uniform throughout the day.

Additionally, school staff will read the Parent–School Compact with students.

Section 2: Parent’s Responsibilities

As a parent, I believe that I am an equal partner in my child’s education and I am my student’s first and life-long teacher. I understand that my participation in my child’s education will help his/her achievement and attitude. As a parent, I will utilize the opportunities provided by Griffith STEAM Magnet, so that I may best support my child’s academic achievement. As an equal partner, I understand that I have rights and responsibilities. To support my child’s learning at home and to improve my child’s academic achievement, I will:
1. Provide for rest, nutrition, time, place, and support for homework activities and also ensure that their children read 30 minutes per day in a quiet environment.
2. Ensure regular, punctual attendance, and also ensure good behavior which promotes safety, responsibility, respectfulness and academic success.
3. Teaching my child(ren) to take ownership and accountability for their behavior and learning.
4. Attend school conferences and meetings as needed.
5. Reinforce school policy regarding all electronic devices. Per the CA Education Code, cell phones MUST be off and out-of-sight. All other electronics are NOT allowed.
6. Read the Parent Compact for Student Success with my child(ren).
7. Verify that my child(ren) are completing their assignments / homework by checking their agendas on a daily basis.
8. Ensure that my child(ren) adhere to the uniform policy.

Section 3: Student’s Responsibilities

As a student of Griffith STEAM Magnet Middle School, I believe that education is important to me. To improve my academic achievement, I will:

1. Come to school ready to learn with sufficient school supplies and ensure good behavior which promotes safety, responsibility, and respectfulness.
2. Take responsibility and accountability for completing assignments, projects, and work cooperatively with classmates.
3. Take ownership and responsibility for my own behavior and learning.
4. Read a minimum of 30 minutes per day.
5. Take responsibility regarding the school’s electronics policy. Per the CA Education Code, cell phones MUST be off and out-of-sight. All other electronics are NOT allowed.
6. Follow the uniform policy.

Section 4: Importance of Ongoing School-Parent Communication

Griffith STEAM Magnet Middle School believes in the importance of ongoing communication between parents and teachers. Our methods of communicating with parents include utilizing the school website, monthly calendar or newsletters and use of the Connect Ed parent outreach phone system.

Annual parent-teacher conferences: Fall Parent Conference on Oct. 26, 2018 1:30-5pm and Spring Parent Conference on Apr. 04, 2018 from 1:30pm – 5:00 pm.

Frequent reports on student progress: Academic Grades are given to students 4x during the Fall Semester: October, November, and the December Final Report will be mailed home. During the Spring Semester, progress reports will be distributed after every 5 weeks.

Reasonable access to staff: Appointments with teachers may be requested in the counseling office (323-266-7428). An appointment with an administrator or other support staff may be requested in the Main Office (323-266-7400).

Opportunities for parents to volunteer in their child’s class. Please contact the Parent Center (323-266-7468).
Opportunities for parents to participate in their child’s class. Please contact the teacher (323-266-7400).
Opportunities for parents to observe classroom activities. Please contact the Main Office (323-266-7400).

Compact Signatures

Our signatures below indicate our commitment as partners for our students’ academic achievement.

Student Name_____________________________ Signature_____________________________ Date________________
Parent Name______________________________ Signature_____________________________ Date________________
Teacher Name____________________________ Signature_____________________________ Date________________
Principal Name____________________________ Signature_____________________________ Date________________

"All members of the Griffith Middle School community will achieve personal success in their learning as our students become responsible and productive citizens in the 21st century."

Approved School Site Council 11/15/18