Title I Induction Support for New Teachers

Due to input from Title I school principals and the support of Jody Barker, Coordinator for Teacher Induction, new Title I teacher hires will be required to attend a Restorative Practices session during induction. The session will cover a spectrum of restorative practices teachers can implement to positively impact the culture and climate of their classroom. Restorative approaches support methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Teachers will also be able to attend Trauma Informed Approaches. This training will introduce participants to six key principles. They will learn about school-wide practices to support students that have experienced trauma as well as strategies to increase skills in their students.

The Title I office staff including the Director, Assistant Director, Community & Family Connections (formerly Homeless) Coordinator, Family Engagement Coordinator, and RISE Coordinator will meet and greet new teachers during induction week. This face-to-face approach will provide opportunities to gather feedback on next steps that support team building and collaboration for new teachers in Title I schools.

We are ONE
We Are Title I

WELCOME!
The 2018-2019 Title I threshold for schools is based on the October 2017 student count for Kinder to 12th grade and the percentage of free/reduced lunch numbers in each school. The identification threshold to receive Title I support for this school year remains the same as the 2017-2018 school year:

- 65% and above for Elementary and Middle Schools
- 75% and above for High Schools.

We welcome Westgate Elementary, 66.67% FRL, and Sobesky K-5, 83.33% FRL, to our Title I school community. In the school year 2000, there were 18 identified Title I schools. Title I federal dollars now support 32 schools in Jeffco.
"Homeless children and youth" means students who lack a fixed, regular, and adequate nighttime residence and includes students:

- Sharing the housing of others due to loss of housing, economic hardship; living in motels, hotels, trailers parks, or camping grounds due to the lack of adequate accommodations; living in emergency or transitional shelters; abandoned in hospitals
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory who qualify as homeless

Children and youth experiencing homelessness have the right to:

- Go to school, including district preschool, no matter where they live or how long they have lived there
- Continue in the school of origin (the school attended when permanently housed or the school in which last enrolled) if that is the parent's or youth's choice
- Receive transportation to and from the school of origin
- Enroll in school and attend classes immediately even if missing records and documents normally required for enrollment
- Enroll and attend classes in the school of choice (either the school of origin or the school in the attendance zone where the family or youth is residing) during the dispute resolution process
- Receive the same special programs and services, if needed, as provided to all housed students

Enrollment Strategies:

- Use sensitivity and discretion when discussing the family’s or youth’s living situation and DO NOT ask for proof of residency
- Inform parents and youth of McKinney-Vento rights, especially the right to remain in the school of origin and the right to transportation to and from the school of origin (Use CFC brochure)
- Presume that keeping the homeless student in the school of origin is in the student’s best interest, except when doing so is contrary to the parent or guardian
- Call, fax, and/or email previous schools, doctors, and health clinics to obtain appropriate records
- Refer student to the appropriate CFC liaison by using online referral form or calling intake line at 303-982-1144

Community and Family Connections Liaison School Assignments & Online Referral Form:
http://www.jeffcopublicschools.org/programs/diversity_inclusion/community_and_family_connections

Community and Family Connections Intake Line: 303-982-1144

Community and Family Connections Program Coordinator: Rebecca Dunn 303-982-5044
“We all need people who will give us feedback. That’s how we improve.” – Bill Gates

As a Title I Department, we strive and seek continual improvement in our outreach and partnership with Title I schools. Throughout this year, we have valued and appreciated the on-going conversation and opportunities for feedback from our Title I Principal Advisory Committee (TI-PAC). The five principals, Stacy Bedell, Natalie Berges-Tucker, Jeff Gomez, Rhonda Hatch-Rivera, and Esther Valdez, represent our Title I community and have voiced common needs and advocacy for our 32 schools. This group’s collective “voice” becomes one element of our Comprehensive Needs Assessment (CNA) per CDE policy/guidelines. We will continue to meet with our TI-PAC throughout 2018-19 to listen and gather feedback regarding our department’s support of/partnerships with schools.

Another stakeholder group that has not been accessed in the past is our Title I educators. In order to comply with CDE, we will assemble a TI-TAC, Title I Teacher Advisory Committee, in the fall. Aside from mere compliance, we know outreach to teachers across the Title I community is important as they will provide feedback for improvement through their unique lens. Stay tuned -- More details to come.

**Title I Equity Documents and Family Engagement Portfolios**

There are many factors that impact successful family-school partnerships, perhaps none as important as when we engage families in the role of decision-maker and collaborator. Under Title I, Section 1116, each LEA and school must have a written parent and family engagement policy developed jointly with, agreed on with, and distributed to parents and family members of participating children. While it is true that there are various required Title I documents, we do a disservice to our students and families if we regard these as mere ‘compliance’. Family-School Compacts and co-constructed UIP goals become ‘living documents’ when we invite families to the table. Informing families of their rights and knowledge about what it means to be a Title I school gives families the capacity to better navigate the educational system.

This year, Family Engagement Liaisons will play an important role in collaborating with principals to initiate, implement, document and submit these important, required Title I documents. In addition to meeting Title I document deadlines, Family Engagement Liaisons will gather and create ‘portfolios’ documenting their schools’ Family Engagement programs, practices and events throughout the year. Included will be photos, flyers, agendas, sign-in sheets both in digital and hard-copy format.

To ensure the best work of schools and families is highlighted, we will continue to support this work with ongoing FEL professional learning, school-site visits and through a consistent portfolio format that will be shared with principals and Title I central office. Together we can create an equitable culture that values the voice of all stakeholders.
RISE: Looking Forward to 2018-19

Thank you to the schools who participated in the inaugural year of RISE! The five schools - Allendale, Pennington, Stevens, Wilmore Davis, and Welchester hosted RISE events for families throughout the 2017-18 school year. RISE, a Title I sponsored family engagement model, is designed to foster academic partnerships between school and families. After piloting a two-year family engagement model called APTT, (Academic Parent Teacher Teams), Title I created RISE in order to promote family-school academic partnerships. This year we learned that families valued interacting with other families and that RISE provided a structure for effective data discussions. Also, school staff members overwhelmingly agreed that RISE provided meaningful structures for families to better engage in their child’s academic performance. Challenges included increasing attendance at RISE meetings, ways to make data terminology accessible to families, and ways for teachers to learn more about families. As we look forward to the school year, we will address the successes and challenges to strengthen RISE events for teachers and families.

Welcome!

Welcome Westgate and Little Elementary schools to RISE! Both schools are eager to implement RISE as a family engagement strategy. RISE is designed to create family partnerships through academic conversations. Professional learning is crucial to successful RISE events and is ongoing throughout the year. Fall RISE events will take place in September and October. We look forward to a great year of partnerships with both schools!

Fall RISE Dates

| September 11th & 12th - Wilmore Davis | October 3rd & 4th - Allendale |
| September 12th - Westgate           | October 8th - Little       |
| September 26th - Stevens           | TBD - PEAK Expeditionary School (Pennington) |

For more information about RISE, contact Susie Kirvin at susan.kirvin@jeffco.k12.us