

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers, and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels, for parents/guardians to be involved in district and school activities, advisory, decision-making, and advocacy roles, and activities to support learning at home.

- A. Parents/guardians shall be notified of their rights: (1) to be informed about their children's education; (2) to participate in their children's educational process; and, (3) to have opportunities for parent/guardian involvement.
- B. The superintendent or designee shall regularly evaluate, and report to the Board of Trustees, on the effectiveness of the district's parent involvement efforts, including input from parents/guardians and school staff on the adequacy of parent involvement opportunities, and barriers that may inhibit parent/guardian participation.
- C. Each year the superintendent or designee shall identify specific objectives established for the district's parent involvement program, for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.
- D. The superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with, and agreed upon by, parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement, and describe how the district will carry out each activity listed in [20 USC 6318. (20 USC 6318)]
- E. The superintendent or designee shall consult with parents/guardians, of students participating in title I programs, in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities.
- F. The superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy, in accordance with 20 USC 6318 and section 1118 of the No Child Left Behind Act.
- G. The superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds, to encourage the involvement and support of parents/guardians in the education of their children, including strategies describing how the district and schools will address the purposes and goals described in Education Code 11502, which are as follows:

- a. To engage parents positively in their children's education by helping parents to develop skills to use at home, which support their children's academic efforts at school and their children's development as responsible future members of our society.
- b. To inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success, and to assist their children in learning at home.
- c. To build consistent and effective communication between the home and the school, so that parents may know when and how to assist their children in support of classroom learning activities.
- d. To train teachers and administrators to communicate effectively with parents.
- e. To integrate parent involvement programs into the school's master plan for academic accountability.

A. To ensure that all parents/guardians, of students participating in Title I programs and of students at non-Title I schools, are provided with opportunities to be involved in their children's education, the superintendent or designee shall:

1. Involve parents/guardians, of Title I students and of students at non-Title I schools, in the joint development of the Title I Local Educational Agency (LEA) Plan, pursuant to 20 USC 6312, and the process of school review and improvement pursuant to 20 USC 6316. (20 USC 6318)

The superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA Plan, in accordance with the review schedule established by the Board of Trustees.
  - b. Invite input on the LEA Plan from other district committees and School Site Councils.
  - c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA Plan, and the opportunity to provide input.
  - d. Provide parents/guardians access to working drafts of the LEA Plan, in an understandable and uniform format, and to the extent practicable, in a language the parents/guardians can understand.
  - e. Ensure that there is an opportunity at a public board meeting for public comment on the LEA Plan, prior to the Board's approval of the plan or revisions to the plan.
  - f. Ensure that school-level policies on parent involvement address the role of School Site Councils and other parents/guardians, as appropriate, in the development and review of the Single Plan for Student Achievement.
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools, in planning and implementing effective parent involvement activities, to improve student academic achievement and school performance.

The superintendent or designee may:

- a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues.
- b. Provide training, for the principal or designee of each participating school, on Title I requirements for parent involvement, leadership strategies, and

- communication skills, to assist him/her in facilitating the planning and implementation of parent involvement activities.
- c. Provide ongoing district-level workshops to assist school staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops.
  - d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.
3. Build the capacity of schools and parents/guardians for strong parent involvement.

The Superintendent or designee shall:

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I (for Title I schools), and how to monitor a child's progress and work with educators to improve the achievement of their children.
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to: (1) reach out to, communicate with, and work with parents/guardians as equal partners; (2) implement and coordinate parent/guardian programs; and, (3) build ties between parents/guardians and the schools. This also includes integrating parent involvement programs into the school's Single Plan for Student Achievement.
- d. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to parents/guardians in a format and, to the extent practicable, in a language the parents/guardians can understand.
- e. Provide other such reasonable support for parent involvement activities as parents/guardians may request.
- f. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers, within the state, which provide training, information, and support to parents/guardians of participating students.

In addition, the superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- b. Provide necessary literacy training, using Title I funds, if the district has exhausted all other reasonably available sources of funding for such training.
- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.
- d. Train parents/guardians to enhance the involvement of other parents/guardians.
- e. Arrange school meetings at a variety of times between parents/guardians and teachers or other educators who work directly with participating students.
- f. Adopt and implement model approaches to improving parent involvement.
- g. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- h. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.
- i. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means.
- j. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.
- k. To the extent practicable, provide translation services at schools and at meetings involving parents/guardians.
- l. Provide training and information to members of district advisory committees and School Site Councils (SSC) and SSC advisory committees, to help them fulfill their functions.
- m. Regularly evaluate the effectiveness of staff development activities related to parent involvement.

- n. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations.
4. For schools operating Title I programs and for non-Title I schools, conduct an annual evaluation of the content and effectiveness of the school's parent involvement policy as it pertains to improving the academic quality, with the involvement of parents/guardians.

The superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
  - b. Use the evaluation results to design strategies for more effective parent involvement, and if necessary, recommend changes in the school's parent involvement policy.
  - c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communication mechanisms, and provide a copy to parents/guardians upon their request. (Education Code 11503)
  - d. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of school and district communications.
  - e. Gather and monitor data regarding the number of parents/guardians participating in school and district activities, and the types of activities in which they are engaged.
  - f. Recommend to the Board of Trustees measures to evaluate the impact of the district's parent involvement efforts on student achievement.
5. For schools operating Title I programs and for non-Title I schools, involve parents/guardians in school activities.

The superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians.

- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs.
  - c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.
6. The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA Plan, and distributed to parents/guardians of students at schools operating Title I programs, and to students at non-Title I schools.
- B. At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will:
1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I, and to explain Title I requirements and the right of parents/guardians to be involved.
  2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement.
  3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs.

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs, provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement, and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, which enables participating students to achieve the state's student academic achievement standards.
  - b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as: monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.
  - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum: (1) parent-teacher conferences, at least annually, during which the compact shall be discussed as it relates to the student's achievement; (2) frequent reports to parents/guardians on their children's progress; and, (3) reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
7. Build the capacity of the school and parents/guardians for strong parent involvement, by implementing the activities.
  8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports in a format and language such parents/guardians can understand.
    - a. If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements.
    - b. Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an

understandable and uniform format, and to the extent practicable provided in a language the parents/guardians can understand.

9. Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's Single Plan for Student Achievement, in accordance with Education Code 64001.
  
10. The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school.

Legal Reference:

EDUCATION CODE

- 11500-11506 Programs to encourage parent involvement
- 48985 Notices in languages other than English
- 51101 Parent rights and responsibilities
- 64001 Single Plan for Student Achievement

LABOR CODE

- 230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

- 6311 Parental notice of teacher qualifications and student achievement
- 6312 Local educational agency plan
- 6314 Schoolwide programs
- 6316 School improvement
- 6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

- 35.104 Definitions, auxiliary aids and services
- 35.160 Communications

PUBLIC LAW

- 100-297, 1016(b)

Board of Trustees

May 23, 1991

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