

PARENT INVOLVEMENT

In order to promote effective parent/guardian involvement in the education of students the Superintendent or designee shall:

1. Train teachers and administration and administrators to communicate effectively with parents/guardians.

The Superintendent or designee may:

- a. Provide staff development to assist staff members in strengthening two-way communications with parents/guardians who have limited English proficiency or limited literacy.
2. Build consistent and effective communication between the home and school so that parents/guardians know when and how to assist students in support of classroom learning activities.

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their students' progress.
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer at their child's school.
- c. Provide information about parent involvement opportunities through District and school newsletters, the District's Web site, or other written or electronic communications.
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand.
- e. Develop mechanisms to encourage parent/guardian input on District and school issues.
- f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care.

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3. Inform parents/guardians regarding ways to affect the success of student learning, by providing parents with techniques and strategies that they may use to improve student academic success and to assist the student in learning at home.

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.
 - b. Encourage parents/guardians to monitor their students' school attendance, homework completion, and television viewing.
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees and support organizations, such as School Site Council, Parent Student Teacher Association, and booster groups.
4. Help parents/guardians, when appropriate, to develop skills to use at home that support the academic efforts of their students at school and support student development as responsible members of society.

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their students' education.
 - b. Provide information, in parent handbooks, such as the Summer Update, and through other appropriate means regarding academic expectations and resources to assist with the subject matter.
 - c. Provide parents/guardians with information about students' class assignments and homework assignments.
 - d. Provide, to the extent practicable, technology to facilitate communication between the school and parents.
5. Integrate parent/guardian involvement activities and programs in school plans that address academic accountability.

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives.
- b. Involve parents/guardians in school planning processes.

District Strategies for Title I Schools

In addition to the above, for schools receiving Title I funds, the Superintendent or designee shall ensure that parents/guardians of students participating in Title I programs are provided with additional opportunities to be involved in their students' education. To this end, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I Local Education Agency (LEA) plan pursuant to 20 USE 6312 and the process of school review and improvement pursuant to 20 USC 6316. (20 USC 6318).

The Superintendent or designee may:

- a. Provide opportunities for parent input via District and site committees such as DELAC/ELAC, SSC, surveys, and meetings of the Board of Trustees, and
 - b. Make Title I LEA plan available to parents/guardians and inform them of their right to participate in the development and revision of this plan through District and communicate.
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. (20 USC 6318)

The Superintendent or designee may:

- a. Assign Director of Special Programs to serve as a liaison to the schools regarding Title I parent involvement issues.
 - b. Provide training, through District Coordinators meetings, for the principal or designee of each participating school, regarding Title I requirements for parent/guardian involvement.
 - c. Provide ongoing District-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies.
 - 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 (20 USC 6318).

The Superintendent or designee may:

- a. Assist parents/guardians in understanding such topics as the State's academic content standards and academic achievement standards, State and local academic

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assessments, graduation requirements, and the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their students.

- b. Provide, to the extent practicable, materials and training to help parents/guardians work with their students to improve their students' achievement, such as literacy training and using technology, to foster parent involvement.
 - c. Educate teachers, student services personnel, principals, and other staff members, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.
 - d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with government and non-government organizations, such as Parent Institute for Quality Education, that encourage and support parents/guardians in more full participating in their students' education.
 - e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
 - f. Provide other such reasonable support for parent involvement activities as parents/guardians may request.
4. Coordinate and integrate Title I parent/guardian involvement strategies with any related programs deemed necessary.

The Superintendent or designee may:

- a. Identify appropriate programs.
 - b. Develop a cohesive, coordinate plan focused on student needs and shared goals.
- 5 Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent/guardian involvement policy in improving the academic quality of the schools served by Title I and use the findings of the evaluation to design more effective parental involvement. (20 USC 6318)

The Superintendent or designee may:

- 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 (20 USC 6318).

- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent/guardian involvement policy. (20 USC 6318)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups (E.g. DELAC) and surveys, to evaluate the satisfaction of parents/guardians and staff members with the quality and frequency of District communications.
6. Involve parents/guardians in the activities of schools served by Title I (20 USC 6318).

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 students.

The District's Board Policy and Administrative Regulation containing parent/guardian involvement policies and strategies shall be incorporated into the LEA plan and made available to parents/guardians of students participating in Title I programs (20 USC 6318).

School-Level Policies for Title I Schools

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: (20 USC 6318)

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. This meeting is held in conjunction with Back to School Night every fall.
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

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relate to parent/guardian involvement. If parents are unable to attend Back to School Night, two other dates and times are scheduled to meet with parents.

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/guardian involvement policy. Parents of participating students are sent telephone calls, postcard, posted to the school web site requesting their input at three times during the year: at Back to School Night, at a meeting prior to Open House, and at a meeting the first week of June.
4. Provide parents/guardians of participating students
 - a. timely information about Title I programs; this information is included in the "Summer Update" that is sent to every parent and student in the District.
 - b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This information is included in the Back to School Night meeting and in mandatory tenth-grade parent meeting.
 - c. if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students, and respond to any such suggestions as soon as practicably possible. Parents of participating students are notified of monthly ELAC/Title I Advisory Committee meetings, and their attendance is requested.
5. Jointly develop with the parents/guardians of Title I students a school-parent compact that describes: The school's responsibility to provide high-quality curriculum and instruction that enable students to meet the State's academic achievement standards; the parents/guardians' responsibility for supporting their student's learning; and the importance of ongoing communication between parents/guardians and teachers. The School Site Council and the ELAC/Title I advisory Committee reviews the compact each year to verify that the school's responsibility is contained in the compact.
6. Build the capacity of the school and parents/guardians for strong parent/guardian involvement by implementing the activities described in item 3.1-f in the section "District Strategies for Title I Schools" above. Parent workshops are held each year to assist parents in these ways
7. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents with disabilities, and parents of migratory students, including providing information and school reports required under 20 USC 6311(h) in a format, and to the extent practicable, in a language such parents/guardians understand. Parents are encouraged to take part in parent workshops, ELAC/Title I Advisory Committee meetings, and other parent forums through personal

phone calls, postings on school the web site, “Summer Update”, school’s newspaper, letters, and postcards.

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. (20 USC 6318) The School Site Council and the ELAC/Title I Advisory Committee review the policy including how well the requirements have been met at the last meeting of the school year of the respective groups.