

Paso Robles Joint USD

Administrative Regulation

Parent Involvement

AR 6020

Instruction

Note: The following administrative regulation contains parent/guardian and family engagement strategies that meet legal requirements applicable to districts and schools receiving federal Title I funds and those that do not receive Title I funds. The district should use and adapt the section(s) applicable to its circumstances. If desired, the district may develop one set of strategies applicable to all schools, provided that all the provisions required by law for both types of schools are included.

District Strategies for Title I Schools

Note: The following section is for use by districts that receive Title I, Part A, funds. 20 USC 6318 mandates that such districts develop a policy, jointly with and agreed upon by parents/guardians and family members of participating students, that describes the means by which the district will address the components specified in items #1-6 below. Under each required component below are optional strategies for addressing the component, which should be modified to reflect the specific strategies jointly developed by the district and the parents/guardians and family members of participating students. In the state's Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district has identified such strategies.

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the ~~Superintendent or designee~~district shall:

Note: Pursuant to 20 USC 6318, districts must involve parents/guardians and family members in the development of the Title I local educational agency (LEA) plan described in 20 USC 6312; also see BP 6171 - Title I Programs. In California, all the requirements of the LEA plan are addressed in an addendum to the local control and accountability plan (LCAP). See BP 0460 - Local Control and Accountability Plan for further information about the development of the LCAP, including requirements for consultation with parents/guardians and other stakeholders and for the establishment of a parent advisory committee and English learner parent advisory committee.

1. Involve parents/guardians ~~of participating students~~and family members in the joint development of ~~the Title I local educational agency (LEA) plan~~ a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316~~6311~~ (20 USC 6318-)

(cf.

0460 - Local Control and Accountability Plan)

(cf. 6171 - Title I Programs)

The Superintendent or designee may:

a. ~~Establish a~~ In accordance with Education Code 52063, establish a district-level ~~committee including parent/guardian representatives from each school site~~ parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the ~~LEA plan~~ district's local control and accountability plan (LCAP) in accordance with the review schedule established by the Governing Board.

b.- Invite input on the ~~LEA~~ plan from other district committees and school site councils.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

c.- Communicate with ~~parent~~ parents/guardians through the district newsletter, ~~website~~ web site, or other methods regarding the ~~LEA~~ plan and the opportunity to provide input.

d. Provide copies of working drafts of the ~~LEA~~ plan to parents/guardians 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~~ guardian and family engagement address the role of ~~the~~ school site councils and other ~~parent~~ parents/guardians as appropriate in the development and review of school plans.

(cf. ~~0420 - School Plans/Site Councils~~)

(cf. ~~1220 - Citizen Advisory Committees~~)

2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent ~~involvement~~ guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Superintendent or designee may:

~~The Superintendent or designee may:~~

a. Assign ~~person(s) in the~~ district ~~office~~personnel to serve as a liaison to the schools regarding Title I parent ~~involvement/~~guardian and family engagement issues-

~~bb. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs~~

~~c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement/guardian and family engagement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement related activities-~~

~~3. Build the capacity of schools and parents/guardians for strong parent involvement(20- USC 6318)~~

~~The Superintendent or designee shall: (20 USC 6318)~~

~~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, and how to monitor a child's progress and work with educators to improve the achievement of their children.~~

~~(cf. 6011 Academic Standards)~~

~~(cf. 6162.5 Student Assessment)~~

~~(cf. 6162.51 Standardized Testing and Reporting Program)~~

~~(cf. 6162.52 High School Exit Examination)~~

~~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 _____ With the assistance of parents/guardians, in the value and utility of provide information and training to teachers and other staff regarding effective 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 involvement practices and legal requirements~~

~~e. Provide information to schools: about the indicators and assessment tools that will be used to monitor progress~~

~~(cf. 4131 Staff Development)~~

~~(cf. 4231 Staff Development)~~

~~(cf. 4331 - Staff Development)~~

~~d~~

~~3. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's 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.~~

~~g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information and support to parents/guardians of participating students.~~

~~4. Coordinate and integrate Title I parent involvement/guardian and family engagement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318).~~

The Superintendent or designee may:

a. Identify overlapping or similar program requirements

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

(cf. 5030 - Student Wellness)

(cf. ~~cf. 6300~~5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

b. _____

Involve district and school site representatives from other programs to assist in identifying specific population needs

c. Schedule joint meetings with representatives from related programs and share data and information across programs

d. Develop a cohesive, coordinated plan focused on student needs and shared goals

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent ~~involvement/guardian and family engagement~~ policy in improving the academic quality of the schools served by Title I ~~(20 USC 6318)~~.

~~The Superintendent or designee shall:~~

~~, including~~

~~a. Ensure that the evaluation include the identification of barriers: (20 USC 6318)~~

a. Barriers to greater participation in parent ~~involvement/guardian and family engagement~~ 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. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers

c. Strategies to support successful school and family interactions

(cf. 0500 - Accountability)

The Superintendent or designee may:

a. Use ~~the~~ 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 district communications

b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged

c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

Note: Although it is not mandated to be included in the district's policy or regulation, the following paragraph reflects a legal requirement of Education Code 11503 pertaining to evaluation of the district's parent/guardian involvement efforts.

The Superintendent or designee shall ~~results~~ notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if

necessary, to ~~recommend changes in~~revise the parent ~~involvement/guardian and family engagement~~ policy (20 USC 6318-.)

~~c. ——— Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement.~~

~~_____ The Superintendent or designee may:~~

~~a. _____ Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians~~

~~b. _____ Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups~~

~~c. _____ With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration~~

6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318-.)

~~The Superintendent or designee may:~~

The Superintendent or designee may:

a. Include information about school activities in district communications to parents/guardians and family members

b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians ~~with special needs and~~ family members

c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children-

~~The district's Board policy and administrative regulation containing parent~~In addition, the district shall promote the effective involvement strategies shall be incorporated into the LEA plan and distributed to of parents/guardians ~~of students participating and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I programs~~Schools" below. (20 USC 6318-.)

School-Level Policies for Title I Schools

Note: The following section is for use by districts that receive federal Title I, Part A funds. 20 USC 6318 requires that each individual school receiving Title I funds have a written parent/guardian and family engagement policy, developed jointly with and agreed upon by parents/guardians and family members of participating students, that describes the means for carrying out the requirements of 20 USC 6318(c) through (f), reflected in items #1-8 below. The following section lists the required components but does not include specific strategies since those should be added by each school. Schools may also use a template available on the web site of the California Department of Education, Title I School-Level Parental Involvement Policy, to develop the school-level policy.

~~(cf. 5145.6 – Parental Notifications)~~

At each school receiving Title I funds, a written policy on parent ~~involvement/guardian and family engagement~~ shall be developed jointly with ~~and agreed upon by the~~ parents/guardians ~~and family members~~ of participating students. ~~Such~~The school 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-

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/guardian involvement-

~~3.-~~***Note: As provided in item #3 below, 20 USC 6318 requires parent/guardian involvement in the development of the comprehensive plan required by 20 USC 6314 for schoolwide programs. Under state law (Education Code 64001), this plan must be incorporated into the school plan for student achievement covering all categorical programs in the state's consolidated application; see AR 6171 - Title I Programs and BP/AR 0420 - School Plans/Site Councils for further information about the development of this plan.***

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/guardian and family engagement~~ policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314-

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 proficiencyachievement levels ~~students are expected to meet of the state academic standards~~

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

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, The district shall respond to any such suggestions 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.-~~ ***Note: 20 USC 6318 requires Title I schools to develop a school-parent compact as provided in item #6 below. U.S. Department of Education non-regulatory guidance, Parental Involvement: Title I, Part A, provides a sample template that schools may use in the development of the school-parent compact.***

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

~~(cf. 0520.1 - High Priority Schools Grant Program)~~

This compact shall address:-

a.- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's studentchallenging 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.-

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, 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

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities-

(4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

7. ~~Build the capacity of~~ Promote the school and effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:

a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

~~for strong~~(cf. 6162.51 - State Academic Achievement Tests)

b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement

c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, 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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's 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 ~~involvement~~

f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

Note: Items #7a-q below are optional and should be revised to reflect district practice. Items #7a-h are authorized, but not required, by 20 USC 6318.

In addition, the school plan may include strategies to:

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/guardian 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 or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation

f. Adopt and implement model approaches to improving parent/guardian involvement

g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs

h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities

i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

j. Provide a master calendar of district/school activities and meetings

k. Provide information about opportunities for parent/guardian and family engagement

through the district newsletter, web site, or other written or electronic means

l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed

n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions

o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above, improvement strategies, and seek their input in developing the workshops

p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement

q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

8. To the extent practicable, provide ~~full~~ opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children~~);~~, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

~~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. (20 USC 6318)~~

***Note: The following paragraph is optional. Education Code 64001 requires that the school plan for student achievement covering the categorical programs in the state's consolidated application, including Title I schoolwide programs, be annually reviewed by the school site

council and submitted to the Board for approval; see BP/AR 0420 - School Plans/Site Councils.***

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent-~~involvement/guardian and family engagement~~ policy. Such evaluation may be conducted during the process of reviewing the ~~school's single~~school plan for student achievement in accordance with Education Code 64001.

~~The principal or designee, jointly with parents/guardians of participating students, shall~~The school's policy shall be periodically ~~update the school's policy~~updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

Note: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 mandates the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502 as reflected in items #1-5 below. Subitems under items #1-5 are optional strategies for carrying out the legal requirement and should be revised to reflect district practice. The district may instead develop one administrative regulation applicable to both Title I and non-Title I schools, provided it meets the requirements below and in the sections above.

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1.- Engage parents/guardians and family members positively in their children's education by ~~helping them develop~~providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home ~~that~~to support their children's academic efforts at school and their children's development as responsible members of society. (Education Code 11502, 11504)

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 children's education

b. Provide information, in parent handbooks 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

2.- Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their

children's academic success and to assist their children in learning at home. (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's 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
- 3.- Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities. (Education Code 11502, 11504.)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
 - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and 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 and family participation in school activities, including parents/guardians and family members 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
- 4.- Train teachers and administrators and specialized instructional support personnel, and

other staff to communicate effectively with ~~the~~ parents/guardians- as equal partners (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy

b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

5.- Integrate and coordinate parent ~~involvement programs into school plans for academic-~~ ~~accountability-~~ guardian and family engagement activities within the LCAP with other activities

Regulation

Board approved/ ~~PASO ROBLES PUBLIC SCHOOLS~~

Reviewed: ~~May 12, 2009~~ ~~Paso Robles, California~~ The Superintendent or designee may:

a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives

b. Involve parents/guardians and family members in school planning processes

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Regulation PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT
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