

FULLERTON SCHOOL DISTRICT
Board Policy
INSTRUCTION - Parent Involvement

BP 6020

Original Board Adopted Date: November 28, 2006

Revised: October 26, 2010, September 13, 2022

The Board of Trustees recognizes that parent/guardians and family are their children's first and most influential teachers and that sustained parent/guardian and family 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, parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels for parents/guardians and family members to be involved in District and school activities; advisory, decision-making, and advocacy roles, and activities to support learning at home.

Parents/guardians and family members shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall regularly evaluate and report to the Board of Trustees on the effectiveness of the District's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians and family members, and school staff on the adequacy of involvement opportunities and barriers that may inhibit parent/guardian and family participation.

Title I Schools

1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent/guardian and family engagement policy and program. (California *Education Code* [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])

1.1 The Fullerton School District has developed jointly with, agreed on with, and distributed to, parents/guardians and family members of participating children an LEA-level written parent/guardian and family engagement policy. (20 U.S.C. § 6318[a][2]). Input is gathered through family surveys and discussion forums and reviewed with the District Parent/Guardian and Family Advisory Committee, District English Learner Advisory Committee, and site parent/guardian and family advisory committees. The District has distributed the policy to parents/guardians and family of children served under Title I, Part A. The policy is distributed to families through the annual notification, all-call messages, site newsletters, student-family handbooks, and posted on the district's website. (20 U.S.C. § 6318[a][2])

To involve parents/guardians and family in the Title I program at the Fullerton School District (FSD), the following practices have been established:

- a) FSD incorporates the parent/guardian and family engagement policy into the FSD LCAP plan. (20 U.S.C. § 6312, 6318[a][2])

FSD includes a goal about improving family engagement in the Local Control and Accountability Plan (LCAP). This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum.

- b) The Superintendent or designee shall ensure that the District's parent/guardian and family

involvement strategies are jointly developed with and agreed upon by the parents/guardians and family members of students participating in Title I programs. Those strategies shall establish expectations for parent/guardian and family involvement and describe how the District will carry out each activity listed in 20 USC 6318. (20 USC 6318)

FSD annually surveys parents/guardians and family members to gather feedback about what is working and areas of improvement around the LCAP, the LCAP Federal Addendum, as well as school goals and actions. Stakeholder feedback is also gathered at school meetings, district and school parent/guardian and family advisory committee meetings, School Site Council meetings, and other means. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, and the site's School Plan for Student Achievement (SPSA).

c) FSD provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])

District staff works collaboratively with site administrators to plan and implement parent/guardian and family engagement activities. Two district community liaisons provide support to each school site to promote planned activities. Activities include coffee with the Principal, Literacy/Math nights, parent/guardian and family information nights and workshops, and family events. Activities for each site are described in the school's parent/guardian and family engagement policy and school-parent/guardian and family compact, and are included in the School Plan for Student Achievement.

d) FSD coordinates and integrates Title I, Part A parent/guardian and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])

Parent/guardian and family engagement activities for all programs, including State Preschool, English Learners, and Special Education, are coordinated with those offered through Title I, Part A.

e) FSD conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])

FSD annually gathers input and feedback from stakeholders through the LCAP survey, discussion forums, as well as site and district advisory committees, to evaluate the effectiveness of the parent/guardian and family engagement policy.

The LEA identifies the following:

1. Barriers to greater participation by parents/guardians and family in activities authorized by this section (with particular attention to 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). (20 U.S.C. § 6318[a][2][D][i])

The district annually gathers input and feedback from stakeholders through the LCAP survey, discussion forums, as well as site and district advisory

committees to evaluate the effectiveness of the parent/guardian and family engagement policy. Barriers are identified through this process, and actions are put in to address the needs of families, such as holding meetings at different sites, providing child care, and ensuring information is provided in a language and format easily understood by families.

2. The needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])

Utilizing the Schools Smarts Program, and other programs, as a resource, workshops are offered, and information is provided to families to support them with strategies to engage with the school. Strategies include questions to ask during parent/guardian and family conferences, how to contact their child's teacher, and assistance with completing school forms.

3. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])

Each school develops a site parent/guardian and family engagement policy and school-parent/guardian and family compact designed to meet the needs of their families. Schools host family information nights, informal meetings with the principal, and other opportunities for families to engage with the staff. The compact describes how families and school staff share the responsibility for improving student achievement and how the school and families will collaborate to assist students in achieving the state academic standards.

f) FSD uses the findings of such evaluation in subparagraph (e) to design evidence-based strategies for more effective parental/guardian and family member involvement and to revise, if necessary, the parent/guardian and family engagement policy. (20 U.S.C. § 6318[a][2][E])

The results of the evaluation are used to design evidence-based strategies to improve family engagement, and revise the parent/guardian and family engagement policy, as needed.

g) FSD involves parents/guardians and family in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy. (20 U.S.C. § 6318[a][2][F])

Each school designates family members to serve on the LCAP and District English Learners Advisory Committee (DELAC). These committees review the results of the annual evaluation and input from stakeholders and use this information to develop, revise, and review the parent/guardian and family engagement policy.

1.2 The FSD policy on parent/guardian and family engagement for all schools (including Title I and non-Title I) in the district shall be consistent with the goals and purposes listed below. (EC §§ 11502, 11504, 11506)

a) Engage parents/guardians and family members positively in their children's education by helping parents/guardians and family members to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])

All schools develop site parent/guardian and family engagement plans and school-parent/guardian and family compacts to address the needs of parents/guardians and family members at their school. Each school offers parent/guardian and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families at parent/guardian and family information nights, parent/guardian and family-teacher conferences, parent/guardian and family workshops, as well as on the website and materials sent home.

b) Inform parents/guardians and family members that they can directly affect the success of their children's learning, by providing parents/guardians and family members with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (EC § 11502[b])

Information and resources are provided to parents/guardians and family members on strategies to assist their children's learning at home through parent/guardian and family meetings and family nights.

c) Build consistent and effective communication between the home and the school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c])

Each school publishes a monthly newsletter to assist with home-school communication as well as connect families to additional resources both at the school and in the community. Information about the effectiveness of communication at each site is contained in the annual LCAP survey and used to improve services annually. In addition, school sites utilize all call messages to facilitate home-school communication. The Social Service Assistant also supports sites by improving communication.

d) Train teachers and administrators to communicate effectively with parents/guardians and family members. (EC § 11502[d])

Utilizing the Schools Smarts Program, and other programs, the LEA provides resources, information, workshops, and training to teachers on evidence-based strategies for effectively communicating with families.

e) Integrate parent/guardian and family involvement programs into the school's master plan for academic accountability. (EC § 11502[e])

Each site annually develops a School Plan for Student Achievement, which includes goals, actions, strategies, and expenditures for family engagement in addition to goals to improve academic achievement and the learning environment.

The Superintendent or designee shall ensure that each school receiving Title I funds will develop a school-level parent/guardian and family engagement policy and a Title I - Parent Compact approved by School Site Council on an annual basis in accordance with (20 USC § 6318).

1.3 The LEA receiving more than \$500,000 in Title I, Part A funds reserves at least one percent of its allocation to carry out parent/guardian and family engagement activities. (20 U.S.C. § 6318[a][3][A])

The district reserves at least one percent of the Title I, Part A allocation to support district-wide family engagement activities. Family engagement activities are included in the district's LCAP and the LCAP

Federal Addendum. District-level staff are also in place to support family engagement.

1.4 Parents/guardians and family members of children receiving Title I, Part A services are involved in the decisions regarding how funds reserved are allotted for parental/guardian and family involvement activities. (20 U.S.C. § 6318[a][3][B])

Each school designates family members to serve on the LCAP and District English Learner Advisory Committee (DELAC). These committees review input gathered from stakeholders about family engagement activities. This information is used to annually update the LCAP and the LCAP Federal Addendum, including the actions and services for family engagement.

1.5 Not less than 90 percent of the funds reserved are distributed to schools served, with priority given to high-need schools. (20 U.S.C. § 6318[a][3][C])

FSD distributes at least 90 percent of the Title I, Part A funds to schools based on a funding formula.

1.6 Funds reserved by FSD are used to carry out activities and strategies consistent with the district's parent/guardian and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

1. Supporting schools and nonprofit organizations in providing professional development for district and school personnel regarding parent/guardian and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
2. Supporting programs that reach parents/guardians and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])
3. Disseminating of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members. (20 U.S.C. § 6318[a][3][D][iii])
4. Collaborating, or providing sub-grants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
5. Engaging in any other activities and strategies that FSD determines are appropriate and consistent with the parent/guardian and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

Funds reserved by the district for family engagement activities are used to support the activities and strategies addressed in this policy.

Non-Title I Schools

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 and family members in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal References:

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

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:

<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

CSBA Revisions

(3/91 6/96) 8/06