

Title I Section 1118: Parental Involvement

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) **IN GENERAL-** A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) **WRITTEN POLICY-** Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) Involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(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; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the school wide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) **BUILDING CAPACITY FOR INVOLVEMENT**- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a district wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) **ACCESSIBILITY**– In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) **INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS**- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) **REVIEW**- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

Sacramento City USD

Family and Community Engagement

Administrative Regulations 6020

Title I Schools

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

1. Involve parents/guardians of participating students 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).

(cf. 6171 - Title I Programs)

The Superintendent or designee shall:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan.
- 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 parents/guardians through various means, 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 of Education 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 plans on parent involvement address the role of school Site Councils and other parents/guardians as appropriate in the development and review of the School Development and Improvement plan.
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 shall:

- a. Assign the Office of School, Family and Community Partnerships to serve as a liaison to the schools regarding Title I parent involvement.
 - b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of parent involvement activities.
 - c. Provide ongoing district-level workshops to assist school site 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 used to monitor progress.
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 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.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

- d. To the extent possible, coordinate and integrate the district's parent involvement programs and activities, 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 (PIRC) in the state that 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 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.
- f. Adopt and implement model approaches to improving parent involvement
- g. Maintain the District Advisory Council for the purpose of advising the district on all matters related to parent involvement in Title I programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. 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.

(cf. 1020 - Youth Services)

- j. Provide a master calendar of district activities and district meetings.
 - k. Provide information about opportunities for parent involvement through the district newspaper, web site, or other written or electronic means.
 - l. Engage school parent groups 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 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. Regularly evaluate the effectiveness of staff development activities related to parent involvement.
 - p. 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)
4. Coordinate and integrate Title I parent involvement strategies with Head Start, and other programs (20 USC 6318) *(cf. 6300 - Preschool/Early Childhood Education)*

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements.
- 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.
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318).

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 (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 involvement policy (20 USC 6318).
- 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 communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503).

The Superintendent or designee may:

- a. 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 district communications.
- b. Gather and monitor data regarding the number of parents/guardians 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 involvement efforts on student achievement.

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 children.

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 participating in Title I programs. (20 USC 6318)
(cf. 5145.6 - Parental Notifications).

District Strategies for All Schools

All schools including schools that receive federal Title I funds, the Superintendent or designee shall ensure at a minimum:

1. Engage parents /guardians positively in their children's education by helping them develop skills to use at home that 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 handbook 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 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 communication between the home and school so that parents/guardians 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 parent / 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 involvement opportunities through district, school and / or classroom newsletters, the district 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 mechanism 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.

4. Train teachers and administrators to communicate effectively with parents/guardians (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 parent involvement programs into school plans for 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.

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.
2. Offer a flexible number of meetings, such as meetings in the morning and 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 school-wide programs pursuant to 20USC 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 proficiency levels students are expected to meet.
(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, as soon as practicably possible, responses to the suggestions of parent/guardians.
5. If the school-wide 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 (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 environment that 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.

(cf. 1240 – Volunteer Assistance)

(cf. – Parent Rights and Responsibilities)

(cf. 5113 – Absences and Excuses)

(cf. 6145 – Extracurricular/Curricular 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 students achievement.

(2) Frequent reports to the 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.

7. Build the capacity of the school and parents /guardians for strong parent involvement by implementing the activities described in items #3 a-f in the section "District Strategies for Title I Schools" above.

8. To the extent practicable, provide full opportunities for the participation of parent /guardians with limited English proficiency, parents/guardians with disabilities, and parents /guardians 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. (20USC 6318).

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 School Development and Improvement Plan.

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).

Approved: 2/7/2011

Sacramento City USD

Board Policy

BP 6020

Instruction

Parent Engagement

The Governing Board believes that family and community engagement is a fundamental component to student success and achievement. When families are engaged at home and at school, children increase student achievement in school. The engagement of families and community members in the education of our children create a positive bond between the home and the school.

The Board also believes that strong, ongoing family and community engagement, in all aspects of school programs and activities, provides support for measurable improvement in student achievement.

Consequently, the Board supports a collaborative environment in which the parents, families, and communities of our students are empowered to become partners with our schools and to participate as stakeholders in the vision of creating a world-class educational system that enables all students to excel.

In order to establish the framework and responsibilities for the implementation of strategies to increase family and community engagement in student achievement in schools, the District shall ensure that:

1. The District commits to building engagement capacity in developing parenting skills, communication, home learning, volunteering at school, classroom support roles, decision making, advocacy, and collaboration.
2. The District will provide awareness of the importance of family and community engagement, academic goals and assessment of their student and of the resources and programs available to support their student's learning and post secondary preparation.
3. The District will support the volunteer Teacher-Parent Home Visitation program upon available fiscal resources.
4. The District will develop and implement district-wide and school-based strategies and programs based on the California Strategic Plan for Parental Involvement in Education.
5. Schools will create and communicate participation opportunities for parents/guardians and community members to partner with schools to participate in and support students' education at the elementary, middle, and high school levels.

6. Parent/guardians shall be notified annually of their rights to be informed about and to participate in their children's education and the parent and family engagement opportunities available to them.

7. Teachers and administrators will receive training, including all Title I and non-Title I schools, that fosters effective and culturally sensitive communication with parents/guardians. This includes training on how to communicate with non-English speakers and how to give parents/guardians opportunities to participate in the decision-making process and to support their student's instruction both at school and at home.

8. The District welcomes and creates opportunities for parent/guardians to volunteer and participate in leadership and school site councils, advisory councils, and in other activities in which they may undertake governance, advisory and advocacy roles.

9. The District will encourage school-family-community partnerships that reflect the ethnic and cultural diversity of the District.

10. The District will encourage a School-Family-Community Partnerships Plan to provide support and technical assistance to schools in order to help them integrate family involvement practices.

11. Family engagement programs and activities in schools will recognize the diversity of family structures, circumstances, and cultural backgrounds and respects families as important decision-makers for their children's education.

12. The District will regularly evaluate and report to the Board on the effectiveness of the District's parent engagement efforts, including, but not limited to input from parents/guardians and school staff on the adequacy of parent engagement opportunities.

13. The District shall develop and implement strategies including Title I and non-Title I schools to and support parents/guardians in the education of their children which describe how the District and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Title I Schools

1. Each year the District shall ensure that the District's parent engagement strategies are jointly developed with the parents/guardians of students participating in Title I programs. These strategies to establish greater expectations for parent engagement and describe how the district shall carry out each activity listed in 20 USC 6318.

2. The District will consult with parents/guardians of participating students in the planning and implementation of parent engagement programs, activities, and regulations. The District shall also involve parents/guardians of participating students in decisions regarding how District's Title I funds will be allocated for parent engagement activities. (20 USC 6318)

3. The District will ensure that each school receiving Title I funds develop a school-level parent engagement policy. (20 USC 6318)

4. The District shall coordinate Title I funded programs for the purpose of coordinating and integrating parent engagement programs and activities. The District shall also promote parent resource centers in District schools that encourage and support parents/guardians