

Downey Unified School District

INSTRUCTION

PARENT INVOLVEMENT

AR 3165

District Strategies for Non-Title I Schools

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

1. Help parents/guardians develop skills to use at home that support their children's academic efforts and social development.

The Superintendent or designee may:

- a. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
 - b. Provide parents/guardians with information about children's class assignments and homework assignments.
2. Provide parents/guardians with techniques and strategies that they may use to improve their children's academic success and to assist their children 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 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 home and school so that parents/guardians may know when and how to assist their children in learning at home.

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District Strategies for Non-Title I Schools - continued

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 information about parent involvement opportunities through school, and/or class newsletters, the web site, and other written or electronic communications.
 - c. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand.
 - d. 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.
 - e. 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, and/or child care.
4. Train teachers and administrators to communicate effectively with parents/guardians.

The Superintendent or designee may:

- a. Provide professional 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 professional development activities pertaining to home-school communications.
- c. Ensure school personnel relay parent/guardian input pertaining to home-school communications to all school staff members.

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District Strategies for Non-Title I Schools - continued

5. Integrate parent involvement programs into school plans for academic accountability.

District Strategies for Title I Schools

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

1. Involve parents/guardians in the joint development of the Title I local educational agency (LEA) plan and the process of school review and improvement.

The Superintendent or designee may:

- a. Communicate with parents/guardians through the District Parent-Student guide, web site, or other methods regarding the LEA plan and the opportunity to provide input.
 - b. Invite input on the LEA plan at a meeting comprised of District Personnel and parent representatives from Title I schools.
 - c. At the committee meeting, make available 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.
 - d. A Public Hearing will be held at a Board Meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan.
 - e. Ensure that school-level policies on parent involvement address the role of parents/guardians as appropriate in the development and review of school plans.
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.

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District Strategies for Title I Schools - continued

The Superintendent or designee may:

- a. Assign person(s) in the District office to serve as a liaison to the schools regarding Title I parent involvement issues.
 - b. Provide training for the principal and designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities.
 - c. Provide information to schools about the indicators and assessment tools used to monitor student academic achievement.
3. Build the capacity of schools and parents/guardians for strong parent involvement.

The Superintendent or designee shall:

- a. Require schools to 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 and social development of their children.
- b. Work closely with schools to provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training, mathematics, writing, and technology, as appropriate, to foster parent involvement.
- c. Use Los Angeles County Office of Education (LACOE) resources and District inservices to educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value of parent/guardian contributions. In addition, educate all school staff in how to reach out to, communicate with, and work with parents/guardians as equal partners, coordinate parent/guardian programs, and build ties between parents/guardians and the schools.

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District Strategies for Title I Schools - continued

- d. To the extent feasible and appropriate, coordinate and integrate programs and activities that encourage and support parents/guardians in more fully participating in the children's education.
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to parents/guardians in a format and, to the extent practicable, in a language the parents/guardians can understand.
- 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.

In addition, the Superintendent or designee may:

- a. Pay reasonable and necessary expenses associated with parent involvement activities, including child care costs, to enable parents/guardians to participate in the school-related meetings and training sessions.
- b. Train parents/guardians to enhance the involvement of other parents/guardians.
- c. Arrange school meetings at a variety of times, as based on parents'/guardians' surveyed needs.
- d. Make referrals to community agencies and organizations that offer parent education programs and/or other services that help to improve the conditions of parents/guardians and families.
- e. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed.

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District Strategies for Title I Schools - continued

- f. Provide training and information to members of the District and school site councils and advisory committees to help them fulfill their functions (ELAC, DELAC, SSC).
4. Coordinate and integrate Title I parent involvement strategies with public preschool and other programs.

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.
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.

The Superintendent or designee shall:

- a. Ensure that the evaluation includes the identification of issues that prevent greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy.
- c. Assess district progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review through regular school communication methods, and provide copy of review to parents/guardians upon their request.

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District Strategies for Title I Schools - continued

6. Involve parents/guardians in the activities of Title I schools.

The Superintendent or designee may:

- a. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs.
- b. 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 at Title I schools.

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. Such policy shall describe the means by which the school will:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians 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 child care may be provided as such services relate to parent involvement.
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs.

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School-Level Policies for Title I Schools - continued

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshop responses, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of school communications.
 - b. Gather and monitor data regarding the number of parents/guardians participating in school activities and the types of activities in which they are engaged.
 - c. Report to the school site council and at meetings of parents/guardians measures to evaluate the impact of the parent involvement efforts on student achievement.
4. Provide parents/guardians all of the following:
- a. Timely information about Title I programs.
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and as soon as practicably possible, responses to the suggestions of parents/guardians.
5. If the schoolwide program plan is not satisfactory to the parents/guardians, submit any parent/guardian comments when the school makes the plan available to the District.

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School-Level Policies for Title I Schools - continued

6. Jointly develop with and distribute to parents/guardians, a home school compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to achieve the state's academic content standards.
- b. Ways in which parents/guardians will be responsible for supporting their children's learning.
- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - Parent teacher conferences in elementary schools, at least annually
 - Frequent reports to parents/guardians on their children's progress, including test profiles
 - Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
7. Building the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-g in the section "District Strategies for Title I Schools".
8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports in a format and language such that parents/guardians can understand.

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School-Level Policies for Title I Schools - continued

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement.

The principal or designee, jointly with parents/guardians, shall periodically update the school's policy to meet the changing need of parents/guardians and the school.

Approved: 11/2/93, 11/18/97, 5/21/02, 6/8/10, 9/24/13