Sonoma County Office of Education Alternative Education Program
Parent and Family Engagement Policy
Board Approval: 8/6/2020

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 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 Sonoma County Office of Education Alternative Education Program has developed jointly with, agreed on with, and distributed to, parents and family members of participating children, an LEA-level written parent and family engagement policy. The program distributes the policy to parents and family members of children served under Title I, Part A. The policy is distributed to families through email news updates, the Student Family Handbook and via the program's webpage.

To involve parents and family members in the Title I program at SCOE programs, the following practices have been established:

The Sonoma County Office of Education (SCOE) annually schedules community engagement events and conducts parent/family surveys to gather feedback about what is working and areas that may need improvement regarding the LCAP, the LCAP Federal Addendum, as well as program goals and actions. Stakeholder feedback is also gathered at school site meetings as well as advisory committee meetings. The information gathered is used to revise the program's LCAP and the LCAP Federal Addendum.

(a) SCOE Alternative Education incorporates the parent and family engagement into the LCAP. (20 U.S.C. § 6312, 6318[a][2])

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

(b) SCOE Alternative Education involves parents and family members in the joint development of the local educational agency planning efforts and in the process of school review and improvement. (20 U.S.C. § 6318[a][2][A])

The program annually gathers input and feedback from stakeholders through the LCAP partner/family engagement forums, YouthTruth parent/family surveys, as well as site and program advisory committees to evaluate the effectiveness of the parent and family engagement policy. The information gathered is used the revise the program's LCAP and

LCAP Federal Addendum.

(c) SCOE Alternative Education 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 and family involvement activities to improve student academic achievement and school performance. (20 U.S.C.§ 6318[a][2][B])

Department leadership works collaboratively with site administrators to plan and implement parent and family engagement activities in both English and Spanish. Administrators collaborate together to plan and coordinate activities and best practices. Activities include back-to-school meetings, Individual Learning Plan parent conferences, LCAP family engagement events and other family events. Activities may include parent presentations on a variety of topics throughout the school year, with ongoing collaboration with outside community partners. Communication to families includes recommendations/tips to implement at home to improve student academic achievement and school performance. Outreach to parents is ongoing and includes academic resources, parent classes/workshops, information regarding family wellness, and additional community resources.

(d) SCOE Alternative Education coordinates and integrates Title I, Part A parent and family engagement strategies including State Preschool, English Learners and Special Education 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 and family engagement activities for all programs, including English Learners and Special Education are coordinated with those offered through Title I, Part A, to the extent feasible and appropriate.

(e) SCOE Alternative Education conducts, with the meaningful involvement of parents and family members, annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying the following (20 U.S.C. § 6318[a][2][D]):

SCOE Alternative Education annually gathers input and feedback from stakeholders through the LCAP partner/family engagement forums, YouthTruth parent/family surveys, as well as site and program advisory committees to evaluate the effectiveness of the parent and family engagement policy.

SCOE Alternative Education identifies the following:

1. 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) (20 U.S.C. § 6318[a][2][D][i]).

   SCOE Alternative Education annually gathers input and feedback from stakeholders through the LCAP partner/family engagement forums, YouthTruth parent/family surveys, as well as site and program advisory committees to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process and actions put into place to address the needs of families and ensuring information is provided in a language and format easily understood by families. program's plan, and in the development of support and improvement plans SCOE Alternative Education will remove barriers to participation and provide opportunities for participation by parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, parents/guardians with disabilities, and migratory parents/guardians. The program will do this by:

   - providing transportation assistance
   - providing childcare assistance
   - interpretation services and/or devices
   - culturally sensitive and supportive committee opportunities (DELAC/AAPAC)
   - hybrid opportunities.

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

   Meetings, presentations, and information are provided to families to support them with strategies to engage with the school program. Meetings, presentations, and information are provided in a language and format easily understood by families. Some strategies presented through these may include, how to support their child specifically with reading and math, how to communicate efficiently at home, how to communicate/contact their child's teacher, school administrator, school office staff, and assistance with completing school forms in a language and format easily understood by families.

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

   Each school develops a site parent and family engagement policy and school-parent compact designed to meet the needs of their families. Schools host activities such as: Back to School events, family engagement events, Individual Learning Plan parent conferences, informal meetings with the administrator, 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 achieve the state academic standards.

   SCOE Alternative Education uses the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E]).

   The results of the evaluation from the sites are used to design evidenced-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

   SCOE Alternative Education involves parents 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 and family engagement policy. (20 U.S.C.§ 6318[a][2][F])

   Each school site designates parent/family members to serve on the Advisory Committee (AC). The AC reviews a variety of data sources and provides input and feedback using this information to develop, revise and review the parent and family engagement policy.

1.2 The Sonoma County Office of Education (SCOE) policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the following goals and purposes: (*EC* §§ 11502, 11504, 11506)

a) Engage parents positively in their children's education by helping parents 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]).

The program develops site parent and family engagement plans to address the needs of parents at their school sites. Each school site offers parent and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families and through activities such as: Back to School events, family engagement events, Individual Learning Plan parent conferences parent workshops, as well as on the program webpage and materials sent home.

b) Inform parents and family members that they can directly affect the success of their children's learning, by providing parents 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 on strategies to assist their children's learning at home through parent meetings, conferences and family engagement events. Parent and family education are communicated through ParentSquare, flyers and posted on the program webpage.

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

Each school communicates to families on a regular basis to share information and resources on ways to support their students' education. Information about the effectiveness of communication at each site is contained in the annual LCAP survey and used to improve services annually.

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

Department leadership provides resources and information to teachers and administrators for effectively communicating with families.

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

The program annually develops a Local Control and Accountability Plan (LCAP) which include goals, actions, strategies and expenditures for family engagement in addition to goals to improve academic achievement and the learning environment.

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 and family engagement activities. (20 U.S.C. § 6318[a][3][A])

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

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

The program designates family members to service on the Program Advisory Committee. This committee reviews input gathered from stakeholders about family engagement activities. This information is sued to annual update the LCAP and the LCAP Federal Addendum, including 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])

SCOE Alternative Education distributes at least 90 percent of the Title I, Part A funds to schools served with priority given to high-need schools/sites.

1.6 Funds reserved by an SCOE Alternative Education shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])

b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])

c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])

d) Collaborating, or providing subgrants 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 and family engagement. (20 U.S.C. § 6318[a][3][D][iv])

e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent 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.