



## **Title I, Part A Local Education Agency (LEA)**

### **District- Level Parent and Family Engagement Policy**

Red Bluff Union Elementary School District (RBUESD), with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children a written Local Educational Agency (LEA) parent and family engagement policy.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (ESSA Section 1116[a][2]):

RBUESD has developed a written Title I Parent and Family Engagement Policy with input from parents of participating students. The policy is informed from parent input at meetings and from surveys. The purpose of the policy is to outline how parents and the district, along with school staff, will share the responsibility for improved student academic achievement and the means by which the district, schools, and parents will develop a partnership to help students achieve the state standards for success.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

Our district developed this written Title I Parent and Engagement Policy with input from Title I parents during a District Advisory and Parent Advisory Committee meeting. All school sites actively recruit parents to participate in a parent advisory capacity and the development of School Plans and the needs assessment process. Annually, RBUESD surveys families to gather feedback about what is working well and areas for improvement as well as feedback and perceptions about parent engagement, communication, resources, and relationships between parents and our schools.

Describe how the LEA provides the 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, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

To assist and build capacity of all Title I participating schools, the district collaborates with school administrators on parent/family engagement goals and strategies as part of the School Plan.

Additionally, the district is involved in:

- Helping to ensure district-wide information is sent home in a language and form that parents can easily understand, as required
- Distributing the LEA policies related to parent involvement
- Assisting sites with resources to build parent capacity
- Providing tools to enhance communication with families
- Consulting/collaborating with other agencies to provide parent education workshops and/or resources

The district monitors each Title I school to ensure that each school performs the following tasks annually:

- Develops, reviews, and distributes the School-Parent Compact
- Hosts a Title I Meeting

-Provides training for parents that includes how to support their child academically, monitor attendance and academics, and school-home communication systems  
-Develop/ reviews, and distributes the School Parent and Family Engagement Policy

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

Parent and family engagement activities for programs, including State Preschool, English Learners, After-School (SERRF), and Special Education are coordinated with those offered through Title I, Part A.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

An annual evaluation of the content and effectiveness of the parental involvement policy will be conducted through School Site Council meetings with the involvement of parents. The evaluation will include the barriers to greater participation by parents in parental involvement activities and input provided on applicable parent surveys. Particular attention will be given to parents who are economically disadvantaged, are disabled, or have limited English proficiency. The district will use these findings to design strategies for more effective parental involvement. The policy will be reviewed and revised, if necessary.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify 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); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

While numerous barriers exist for both schools and families, some barriers are created by limited resources and the current pandemic restrictions, while others reflect beliefs and perceptions of families and staff.

Common barriers identified to greater participation by parents which RBUESD will work to decrease include:

- Limited family resources (childcare and transportation)
- Work schedules and meeting times
- Reliable and consistent phone and technology access or technology skill levels
- Parents' lack of comfort and familiarity with the education systems including committee functions
- Parents' feeling intimidated or believing they lack anything to contribute
- Parents' own personal negative experiences with school
- Language: translation and terminology
- Staff assumptions about parents' willingness or lack of willingness to participate

In order to assist with the learning of their children, it would be beneficial for parents to know how to:

- Support their child's learning through strategies aligned with the adopted curriculum teachers use in the classroom and how to access curriculum resources
- Strengthen good study habits in the home by creating routines and designating study space
- Reinforce positive well-being including social, emotional and mental health

Schools will help to foster parent/teacher relationships by:

- Encouraging parent participation through personal invitation and school communication tools
- Increasing personal interactions with parents
- Using communication tools like ClassDojo and school messaging from teachers, principals, and parent groups
- Training parent/volunteer and creating a volunteer handbook
- Providing training to parents in, but not limited, to: adopted curriculum & support strategies, homework help, technology, cybersafety, vaping, behavior supports, mental health, and suicide prevention
- Providing adult education opportunities (i.e. GED, ESL, etc.)
- Continuing to host parent and family activities including student functions/performances
- Varying parent teacher conference options (in person, phone, Zoom)
- Making it easy to contact teachers

Additional strategies to support successful school and family interactions:

- Provide resources including "how to" videos on topics such as how to access the parent portal or other tech platforms
- Provide enhanced and varied communication methods including the use of digital marquees
- Maintain updated district/school websites for easy and timely access to information
- Provide childcare/food at training/functions
- Provide multiple opportunities for parent input

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to designed evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

The results of the evaluation are used to design evidence-based strategies that improve family engagement and revise the parent and family engagement policy, as needed. Opportunities for evaluating the strategies include an annual review of district and site plans' family engagement goals and strategies, annual policy review with School Site Council, and consultations with other committees such as the District and Parent Advisory Committee (DAC/PAC) and English Language Learner Acquisition Committees (ELACs).

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

RBUESD is a Title I district and all four comprehensive school sites receive Title I, Part A funding. Each site abides by the guidelines under ESSA. Each school has a School Site Council which provides input into the

use of federal funds on evidence-based strategies to increase student achievement. Each school designates parents to serve on the District and Parent Advisory Committee (DAC/PAC). The committee reviews a variety of data sources and, when necessary, provides input and feedback using this information to develop, revise, and review the parent and family engagement policy.

Red Bluff Union Elementary School District's Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs in October 2021. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before November 30, 2021.

**Name and Title of Authorized Official**

Claudia Salvestrin, Assistant Superintendent

**Date of Board Approval**

November 9, 2021