

TUESD Parent and Family Engagement Policy

Thermalito Union Elementary School District

Board Approval: September 26, 2019

- 1.0 The local governing board shall establish and implement a policy on parent and family engagement. (California *Education Code [EC]* sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])
- 1.1 Thermalito Union Elementary School District (TUESD) has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Input is gathered through family surveys, discussion forums, and reviewed with the District Parent Advisory Committee, District English Learner Advisory Committee, and site parent advisory committees.

The District has distributed the policy to parents and family members 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 and family members in the Title I program at Thermalito Union Elementary School District, the following practices have been established:

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

TUESD 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) TUESD 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])

TUESD annually surveys parents 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 advisory committee meetings, School Site Council meetings, and through other means. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

- c) TUESD provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the TUESD 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])

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. A Community Communication Liaison

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provides support to each school site to promoted planned activities. Activities include Pastries with the Principal, Literacy/Math nights, parent information nights and workshops, and family events. Activities for each site are described in the school's parent and family engagement policy, school-parent compact, and are included in the School Plan for Student Achievement.

- d) TUESD coordinates and integrates Title I, Part A parent and family engagement strategies with parent 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 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) TUESD conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent 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])

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 and family engagement policy.

TUESD 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])

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 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. Barriers identified were the need for child care, a later start time for working parents, and the difficulty for working parents to even attend school or district meetings.

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])

Utilizing the Family Engagement Framework: A Tool for California Districts as a resource, workshops are offered, and information is provided, to families to support them with strategies to engage with the school. Strategies include

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questions to ask during parent 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 and family engagement policy and school-parent compact designed to meet the needs of their families. Schools host family information nights, such as Math or Literacy Night, 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 achieve the state academic standards.

- f) TUESD uses the findings of such evaluation in subparagraph (e) 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 are used to design evidence-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

- g) TUESD 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 designates family members to serve on the District Parent Advisory Committee (DPAC) and District English Learners Advisory Committee (DELAC). These committees review the results of the annual evaluation and input from stakeholders and using this information to develop, revise, and review the parent and family engagement policy.

- 1.2 The TUESD policy on parent 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 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])
All schools develop site parent and family engagement plans and school-parent compacts to address the needs of parents at their school. Each school offers parent and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families at parent information nights, Books with Breakfast, Literacy and Math nights, parent-teacher conferences, parent workshops, as well as on the website and materials sent home.

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- 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 and family nights.

- 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 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 Community Communication Liaison also support sites with improving communication.

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

Utilizing the Family Engagement Framework: A Tool for California Districts, the Site Principals provide resources, information, workshops, and training to teachers on evidence-based strategies for effectively communicating with families.

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

Each school designates family members to serve on the District Parent Advisory

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Committee (DPAC) 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])
TUESD distributes at least 90 percent of the Title I, Part A funds to schools based on a funding formula.
- 1.6 Funds reserved by TUESD are used to carry out activities and strategies consistent with the district'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 district 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 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 and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
 - e) Engaging in any other activities and strategies that TUESD determines are appropriate and consistent with the 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.