



Rialto Unified School District

Title I, Part A LEA-Level Parent and Family Engagement Policy

The Rialto Unified School District has developed a written Parent and Family Engagement Policy with input from Title I parents. The policy was developed through discussion with the District Advisory Committee, stakeholder meetings and parent surveys. Families annually receive a Parent and Student Guide containing the information, or whenever a new student is enrolled. The policy is available on the District website. This Parent and Family Engagement Policy describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a).

The purpose of this Policy is to:

Ensure that parents, guardians, and caretakers of students participating in Title I programs are provided with multiple opportunities to report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents, guardians, caretakers of students, and school staff on the adequacy of family engagement opportunities and the barriers that may inhibit participation. This policy will also empower parents and ensure that each parent has a voice and will have an impact on their child's education.

How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

The policy was started in DAC (District Advisory Committee) in January 2020. DAC is the parent advisory group that provides input in regards to Title I student and family needs. In March 2020, the District and the world faced mass shutdowns and changes in the delivery of instruction and the way parent meetings were conducted due to COVID 19. Therefore, DAC once again took up work with this policy

in draft format in February 2021 with subcommittee work to provide input and refine the draft.

After review from DAC, the policy will be sent to DELAC (District English Learner Advisory Committee) and DAAPAC (District African American Parent Advisory Council) for their review of the draft. Input will be reviewed after each presentation to revise or refine the Parent Involvement Policy.

The policy will be locally, Board approved after review from district level committees; following, per ESSA (Every Student Succeeds Act) guidelines, DAC, DELAC, and DAAPAC will review annually, providing voice to other parents to provide feedback via survey or input after presentations.

This district policy will set the standard for site parent involvement policies.

Communication will be the number one area and ensure that all stakeholders are involved.

(Insert Board Policy, if applicable)

How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?

Parent and Family Engagement Policies at school levels, address the role parents/guardians play on the school site councils and in the development of school plans. All parents have the right to review site plans and are encouraged to participate in School Site Council and other parent committees to provide input that would improve student results. The goals and actions that are included in each school plan are reviewed on a quarterly basis.

(Insert Board Policy, if applicable)

How does the Local Educational Agency (LEA) provide 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? Does this 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])?

The main objective for the Rialto Unified School District is to ensure that there are opportunities for ALL parent voices to be heard. To complete this objective, district and site leaders will be asked to create strong relationships with parents, providing opportunities to check in with stakeholders on a regular basis and to provide positive feedback in regards to parents' efforts.

In addition, the District will provide positive customer care training to teachers and staff when engaging with members of the community.

The District will collaborate with the city of Rialto and other neighboring cities to provide resources to families.

(Insert Board Policy, if applicable)

How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?

Inform parent/guardians and parent organizations of the existence and purpose of parent information and Parent Resource Centers across the District that provide training, information, and support to parents/guardians of participating students via the district web page and other social media outlets.

In addition, the District will coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs and will encourage support for parents/guardians to fully participate in their children's education.

How will LEAs 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, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

The district involves parents/guardians in the activities of the schools, utilizing the DAC parent representatives for the purpose of developing, revising, and reviewing the parent/guardian and family engagement policy per Title I, Part A policies. In addition, other district committees such as DELAC (District English Learner Advisory Committee) and DAAPAC (District African American Parent Advisory Committee). The needs of parents/guardians and family members are reviewed annually to ensure that the policy is up to date and includes all pertinent information.

What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):

Some of the barriers for greater participation by parents include the following:

Some parents do not feel comfortable, included, or valued because of past, negative experiences due to the lack of relationships between administrators, teachers and staff.

Parents' availability and schedules are varied and meeting times of activities at the school or district are not always a match.

Families' access to technology and the Internet is varied.

Clear communication is needed to connect to the mass amount of parents; many times messages are fragmented or not received by families.

For online activities, some parents may need assistance with technology or Internet activity.

With approximately 50 percent of parents reporting that a language other than English is spoken in the home, parents need translation support when attending district and school site activities.

(Insert Board Policy, if applicable)

What are 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 (ESSA Section 1116[a][2][D][ii])?

Parents have different hours and schedules so it is important to provide training and meetings at varied times in addition to providing recordings of virtual meetings, when possible, so that information can be viewed on demand.

For those who do not have access to technology and/or Internet, it is necessary to find options and resources so that students as well as families have access.

Communication - needs to be consistent and timely whether it is between district and school sites or between families and community with school sites and Rialto Unified School District. Concerted effort must take place to ensure there is little overlap as well as no confusion with dates and times.

There is a need to increase the number of parents who are engaging with the school site or district. Many parents do not participate and efforts are needed to include and to focus on those who are reticent to engage.

(Insert Board Policy, if applicable)

What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

Communication - at all levels. Make personal connections for invitations.. Target parents by student needs. Vary communication modes - text, apps, phone calls, etc.

Find ways to link the student with the parents to increase parent involvement. Perhaps give roles?

Provide more training for staff with follow up and accountability.

Use social media (more parents have access) to communicate; Keep technology updated.

Insert Board Policy, if applicable)

LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

Schedule school, district and community partners to share programmatic information with parents and families at the Curtis T. Winton Parent Institute and parent advisory meetings.

Provide training for school staff and parents/guardians to help build communication and collaboration capacity

Reasonably support parent engagement activities as parents/guardians may request

Inform parents/guardians and parent organizations of the existence and purpose of parent information and Parent Resource Centers that provide training, information, and support to parents/guardians of participating students

Disseminate information to parents in parent advisory meetings, Back to School Nights, and at other school and district sponsored events

How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?

The district involves parents of Title I students in the decisions regarding how the 1 percent reservation for parental involvement is allotted for parental engagement activities. DAC (District Advisory Committee) meets at a minimum of five times per year to review district Title 1, Part A engagement activities and provides input.

How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

On an annual basis, the District reserves over one percent of its required allocation to carry out parent engagement, including promoting family literacy, positive behavior, parent leadership, and parenting skills

How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])?

All Title I schools receive Title I Parent Involvement allocations that are aligned to goals and actions in the school plan.

Coordinate and integrate parent and family engagement activities and events

Support schools in training staff regarding effective parent and family engagement strategies

Support programs that reach families at home, in the community, and at school

Disseminate information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families

How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

Provide training beyond back to school site.

Explain to parents how reports are given in regards to CAASPP

Insert Board Policy, if applicable)

How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2])?

Provide computer classes for parents.

Offer classes at the school site in addition to a centralized location.

Think outside of the box in regards to comfort zone of parents and where classes are offered.

Set a sense of urgency for parents to attend and get information.

Open up computer labs at school sites to review CAASPP practice tests. Parent Center training on the CAASPP how students can practice.

Insert Board Policy, if applicable)

How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?

Provide centralized and school-site trainings on strategies to link family engagement to improving student outcomes

Provide school staff the Family and Community Engagement Parent Leadership Manual that offers current research, promising practices, resources and information on ways to support student achievement by implementing parent and family engagement

Assist schools with the implementation of culturally responsive schoolwide practices which encourage parent and family interactions with school staff and principal; i.e. Parent Cafes and quarterly family education nights

How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

Insert Board Policy, if applicable)

How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?

Provide translation services, as appropriate, at all parent/community meetings

Provide translation of district information to parents (e.g. fliers, forms, district policies) to the extent practicable

How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?

Insert Board Policy, if applicable)

How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for parents and families to understand (ESSA Section 1116[f])?

Provide translation services, as appropriate, at parent/community meetings

Provide translation of district information to parents (e.g. fliers, forms, district policies) to the extent practicable

This Policy was adopted by the Rialto Unified School District on (insert date) and will be in effect for the period of (enter time period this Policy is in effect here).

The LEA will distribute this Policy to all parents and families of students participating in the Title I, Part A program on, or before: (add date here).

Signature Page

Signature box.

Signature of Authorized Official

Enter date approved.

Date

California Department of Education
July 2018