

Marysville Joint USD

Board Policy

Parent and Family Engagement

BP 6020

Instruction

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent and family engagement contributes greatly to student achievement and a positive school environment.

- 1.0 The 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 The Marysville Joint Unified School District (MJUSD) has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The District Advisory Committee (DAC), which includes parent representatives from each school site in the district, including all Title I, Part A schools, is designed to allow parents and family members to participate in the planning and design of our schools' programs. The Superintendent convenes DAC meetings to formalize the already open lines of communication and engagement of parents and family members. The DAC periodically reviews and provides updates to the parent and family engagement policy to meet the changing needs of our parents, family members, and the district. The LEA has distributed the policy to parents and family members of children served under Title I, Part A. The policy is included in the Parent/Student Rights Handbook at the beginning of each school year and posted on the district website. (20 U.S.C. § 6318[a][2])

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

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

The Superintendent or designee works with staff, parents, and family members to develop meaningful opportunities at all grade levels for parents and family members to be involved in district and school activities through advisory, decision-making, advocacy roles, and activities to support learning at home. Parent and family engagement is also woven into the Local Control Accountability Plan (LCAP) to ensure it is a systemic goal throughout the district.

- b) The LEA 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])

Parents and family members are encouraged through multiple means to participate on the District LCAP Committee, DAC, and the District English Learner Advisory Committee (DELAC). Parent surveys and multiple site meetings allow all parents and interested stakeholders to provide valuable input on the LCAP to determine district goals, plans,

and actions while leveraging resources to meet the goals set to improve all student outcomes. The MJUSD utilizes a continuous LCAP cycle of improvement to frequently engage stakeholders throughout the development, implementation, and review and adjustment of the district's efforts towards student achievement.

- c) The LEA 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])

The district continues to expand efforts in this area. By developing a Parent University to provide training on educational topics of interest to parents and family members, the MJUSD will actively engage stakeholders to bridge the home to school gap. Parents and family members will be instrumental in creating the courses offered.

- d) The LEA 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 is celebrated throughout the district regardless of the federal, state, or local program associated with each particular strategy. As a racial and socio-economically diverse district, we strive to involve parents and family members in all aspects of education through a blended and coordinated delivery system. The district continues to involve new ways of crowd sources or reaching out to parents to inform our practices. The panorama climate and social-emotional survey tool is being implemented to give all stakeholders yet another venue to help us learn how to best serve the specific needs of our community.

- e) The LEA 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])

Each year the DAC is involved in the annual review and evaluation of the parent and family engagement policy. Input from the DAC is incorporated into policy revisions when necessary to meet the changing needs of parent, family members, and the district. Parents have identified an interest in more parent-related functions tied to the district including: parent classes, EL parent classes, accessing community resources, social events to build culture, teen health topics for parents, and working with your student for success. This input is driving the planning of events at the district and site levels.

The LEA identifies the following:

- . 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])

Working with parents who have specific barriers requires knowledge of the barriers before they can be addressed. Examples for low-income parents include holding proximal involvement events to overcome transportation issues,

scheduling multiple meeting times to allow for parents who have multiple jobs or non-conventional 9-5 schedules to attend, and providing child care to facilitate participation in meetings and activities. Limited English proficiency parents and families are supported through translation services to hold meetings in the parents' native language when possible and structuring meetings to match ethnic minority cultural values. The MJUSD continues to grow these efforts.

- . 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])

Through formal means such as the DAC, DELAC, School Site Council (SSC), and English Learner Advisory Committee (ELAC) and less formal avenues such as school fairs, parent and family nights, family involvement days, and a general open policy of parent and family engagement, parents and family members are welcomed into the school environment as the true partners they are.

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

The importance of collaboration to build community and trust between the school and family drives the process from the top down while encouraging parents and school sites to respond. Success with these efforts drives data back up to the top in order to reflect and adapt processes of active engagement. Strategies include large school gatherings, small sub-group meetings, parent teacher conferences, as well as a robust Student Study Team (SST) process for struggling students.

- f) The LEA 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 MJUSD is currently utilizing evidence-based practices regarding implicit bias, macroaggression, and cultural (from racial to popular) awareness to help better understand and guide parent and family member interactions. As we continue to hone parent and family engagement strategies, their effect will be measured to determine alignment with the intended effort. This kind of data-driven reflection continues to become a deeply embedded practice in the MJUSD.

- g) The LEA 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])

Parents and family members are involved in this process through formalized structures such as the DAC, DELAC, SSC, and ELAC. Offering structured meetings provide feedback in the process, however site leaders who are able to draw this information out in more informal ways is also key to guiding best practices. Administrators and outreach personnel at the sites are trained to engage in conversation with all parents in an effort to increase the stakeholder feedback we receive.

1.2 The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA 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 jointly develop a School-Parent Compact with parents outlining how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards and are based on validated methods to improve engagement.

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])

Annual Title I meetings are conducted at all Title I sites. The meetings create a scheduled platform for interaction, but dialogue on academic achievement is active throughout the entire school year. SSCs approve all Title I expenditures making the Title I program adaptable to meeting the needs of those students who are not achieving at grade level. Parents and family members are encouraged to be a part of the planning, design, implementation, and evaluation on an ongoing basis. In addition, Parent Institute for Quality Education (PIQE), GLAD trainings, and other site specific parent institutes are held to increase parent ability to work synergistically with the school district.

- b) 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])

A host of varied methods to encourage parent and family member engagement are incorporated into the educational program. Sites send home newsletters and parent updates to keep parents and family members apprised of opportunities designed specifically to welcome them to the campus. A communication system also keeps parents and family members updated on parent and family engagement opportunities as well as other important district and site notifications. Notifications are delivered via voice messages, texts, or emails. Back-to-school nights kick off the school year and set the tone for active engagement. Many sites publish parent handbooks that contain a calendar of events marking important parent and family engagement opportunities. The district hosts a website, www.mjusd.com, with individual links to all school sites. The website is utilized at both the district and site level as well as by the Governing Board to post information and keep parents and family members up to date. Parents and family members are involved in proactive approaches to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. Parents are also able to communicate through the AERIES parent portal and can view and be involved in the grading and progress of their students.

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

Administrators are guided by the California Professional Standards for Education Leaders (CPSELS) in creating environments that are based in effective school to home communication. Professional development on cultural inclusion and implicit bias will provide tools for teachers and administrators to better engage our community in supporting the educational process. Continued training will be provided to enhance differentiated communication styles to reach the district's large low socioeconomic status population.

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

Parent and family engagement goals are included in the district's LCAP and schools' School Plan for Student Achievement (SPSA). The district LCAP and site SPSAs are reviewed and evaluated annually to determine if we are reaching all family groups effectively.

- 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])

One percent of the district's Title I allocation is reserved for parent and family engagement activities and distributed to Title I school sites. Parent and family engagement funds are tracked through their own accounting code to ensure the allocation is transparent and effectively utilized.

- 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])

SSCs jointly develop and approve the activities dedicated to support parent family engagement and the budget to support the mutually agreed upon goals and objectives. School sites, in concert with their SSCs, determine the most effective implementation of parent and family engagement strategies to complement their unique school culture.

- 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])

The MJUSD allocates the entire 1% to school sites to directly engage parents and family members.

- 1.6 Funds reserved by an LEA are 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 the parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

The MJUSD helps connect school sites with community in a multitude of ways. Schools are able to apply for subgrants through the MJUSD Education Foundation to fund specific outreach efforts. In alignment with our policies, the format of parent and family engagement meetings are continually being adapted based on parent feedback to increase participation. During administrative meetings, site administrators are trained on barriers to communication with disenfranchised student populations and effective strategies for guiding student conversations. Continual outreach is necessary to meet families at a place where they can confidently feel like they have access to the school in a manner that supports their needs and student learning outcomes.

Policy MARYSVILLE JT. UNIFIED SCHOOL DISTRICT

adopted: March 11, 2008 Marysville, California

revised: January 25, 2011

revised: October 13, 2015

revised: August 13, 2019

revised: January 14, 2020