

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

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## LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

### LEA Parent and Family Engagement Policy

#### Policy Development

- The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.  
Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

The district held one district-wide meeting on May 4, 2021. In addition to this, we held a series of Superintendent zoom meetings for purposes of sharing and eliciting feedback from parents as it relates to parent/family engagement, district and building level Title I plans, online learning platforms, and reopening plans as we transitioned from virtual, to hybrid and then into fully in person. We plan to re-establish our existing structure whereby we have a district wide meeting in October, in which parents and other community members are invited to attend and it allows administrators from central office to provide and gather feedback about the engagement policy at the LEA level.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

The district held one district-wide meeting on May 4, 2021. In addition to this, we held a series of Superintendent zoom meetings for purposes of sharing and eliciting feedback from parents as it relates to parent/family engagement, district and building level Title I plans, online learning platforms, and reopening plans as we transitioned from virtual, to hybrid and then into fully in person. We plan to re-establish our existing structure whereby we have a district wide meeting in October, in which parents and other community members are invited to attend and it allows administrators from central office to provide and gather feedback about the engagement policy at the LEA level. In addition, we are constructing a new tab on our website will allow for parent comments under a ESSA tab.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

The district will have an ESSA tab on our district website where we house all of our required documents.

#### Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement Section 1116(a)(2)

- The LEA involves parents and family members in jointly developing the local educational agency plan Section 1116 (a)(2)(A)

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

The district held one district-wide meeting on May 4, 2021. In addition to this, we held a series of Superintendent zoom meetings for purposes of sharing and eliciting feedback from parents as it relates to parent/family engagement, district and building level Title I plans, online learning platforms, and reopening plans as we transitioned from virtual, to hybrid and then into fully in person. We plan to re-establish our existing structure whereby we have a district wide meeting in October, in which parents and other community members are invited to attend and it allows administrators from central office to provide and gather feedback about the engagement policy at the LEA level.

Check all that apply:

- No Comprehensive Accountability and Targeted Accountability schools have been identified in the LEA. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- The LEA will involve parents and family members in the development of Comprehensive Accountability Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- The LEA will involve parents and family members in the development of Targeted Accountability Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*

### Capacity Building

- 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, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

Coordinator of State and Federal programs works alongside principals as well as Teacher Instructional Leaders as it relates to professional development and support around parent involvement at the building level and involvement at the district level. In addition, Curriculum and Instruction staff will work in each building in the "residency" program whereby working alongside teachers and principals for an intense and sustained period to identify academic, social, leadership, parent involvement issues.

### Coordination & Integration

- The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

#### ESEA

- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)

#### Other Acts

- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- State and Local Funds
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

Title I Schools (all of our schools k-12) are required to hold at least one parent involvement night at the school site and one in collaboration with our District STEM night and/or District Literacy event - this was very limited and in some cases not possible for the 20-21 SY due to our virtual/hybrid status, but will be back in the 21-22 SY. In addition, Title III integrates their events with those Title I parent events. One of our goals is to streamline events in which we ask parents to attend across the district.

## Annual Evaluation

- 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 all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

The Coordinator of State and Federal Programs in her annual Title I evaluation, which includes the parent and family engagement policy, will analyze parent survey data from individual buildings, parent involvement data from parent involvement events, and any other relevant data that will help identify barriers and will include those and strategies for improvement in the evaluation that goes to the Board of Education. In addition, the Office of Student Services, as well as the Coordinator of State and Federal Programs, will engage nurses, counselors, social workers, and ELL teachers to ensure there are no barriers for parent involvement.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- Barriers to greater participation by parents of participating children (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)

Describe method(s) for identifying barriers

SDUC is a CEP district as well as all of our schools being identified as schoolwide so we have a number of potentially at risk students represented in our population. As a result, we have a district wide (K-12) MTS program for academic AND for social/emotional needs. This system allows our staff to systematically identify needs beyond the scope of academics, engage parents and arrange wrap around services for students and families, which also falls under the intent of the School and Parent Engagement Policy.

The annual Title I evaluation process will allow us to identify barriers for parent involvement. The 20-21 SY presented numerous challenges for parent involvement as we moved from 100% virtual, to hybrid, to then fully in person learning. There were limited opportunities to hold our traditional Title I Parent Involvement events.

Communication Trackers for grades K-5 were developed to monitor instruction for all students when we were fully virtual. This Communication Tracker in concert with the K-5 Distance Learning Plan allowed us to place students in "Tiers" to determine greatest educational need since the end of in person school. This is then cross walked with our already existing MTSS structure to determine students who are in need of additional academic support. This information will also inform our instructional and social/emotional student plans for the 21-22 SY.

At the middle school level (grades 6-8) Brittany Woods (BW), MTSS was already in place as previously noted. Similar to our K-5 Communication Tracker, BW created a similar tool called the Academic Tracker - Tiers 1, 2, 3 where they are able to monitor student engagement with the online learning platform. A crosswalk will be conducted between the MTSS document and the Academic Tracker to determine the Tier 2 and 3 students to begin planning for the 21-22 school year as it relates to course placement, academic supports and social/emotional needs.

University City High School (UCHS) tracked individual student data much like the elementary and middle school and will use the information to determine those students who need additional support. This information will also impact students placement/schedules for the 21-22 SY as UCHS has a number of courses such as Algebra Lab and Supplemental Communication Arts already in place to support students who display a need for additional academic support.

All of these "trackers" allow for documentation related to parent and student interaction. We can capture all parent communication in these tools, which then allows us to make informed decisions regarding barriers.

The needs of parents and family members to assist with the learning of their children, including engaging

- with school personnel and teachers

Describe method(s) for identifying needs

The annual Title I evaluation process will allow us to identify needs for parent involvement. The parent surveys will also assist us in identifying needs.

- Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

The Title I evaluation process as well as the Teacher Instructional Leaders in each building will assist us in developing strategies to enhance our school and family interactions. Students services also partners with Wyman to provide wrap around services for our families and they too will assist us in informing our plan to engage families.

- The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*
- The LEA will involve parents in the parent and family engagement activities of the Title I served schools (*which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.*) *Section 1116 (a)(2)(F)*

**District/LEA Comments**

**DESE Comments**

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