



## Lincoln Unified School District LEA-Level Parent and Family Engagement Policy

The Lincoln Unified School District has developed a written Parent and Family Engagement Policy with input from parents. The policy was developed with input from stakeholders. 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 of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee may regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent and family engagement opportunities and barriers that may inhibit parent/guardian participation.

[\(cf. 0460 – Local Control and Accountability Plan\)](#)

[\(cf. 6171 – Title I Programs\)](#)

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 district incorporates the LEA Parent and Family Engagement Policy into the LCAP. LUSD includes a goal (Goal 3) about improving family engagement in the LCAP. To involve parents/guardians and family members in the joint development of the Local Control and Accountability Plan (LCAP)/Local Educational Agency (LEA Addendum) and in the development of school support and improvement, the district will:

Establish a district-level parent advisory committee and an English learner parent advisory committee to review and comment on the plan. In accordance schedule established by the Governing Board.

Invite input on the plan from other district committees and school site councils.

(cf. [0420](#) - School Plans/Site Councils)

(cf. [1220](#) - Citizen Advisory Committees)

Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input.

Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan.

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

Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

(cf. [1240](#) - Volunteer Assistance)  
(cf. [5020](#) - Parent Rights and Responsibilities)  
(cf. [5113](#) - Absences and Excuses)  
(cf. [6145](#) - Extracurricular/Cocurricular Activities)  
(cf. [6154](#) - Homework/Makeup Work)

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 District will assist parents/guardians in understanding such topics as the challenging state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement.

With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.

To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education.

Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.

Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

(cf. [6011](#) - Academic Standards)  
(cf. [6162.5](#) - Student Assessment)  
(cf. [6162.51](#) - Standardized Testing and Reporting Program)  
(cf. [4131](#) - Staff Development)  
(cf. [4231](#) - Staff Development)  
(cf. [4331](#) - Staff Development)

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])?

Identify overlapping or similar program requirements.

Involve district and school site representatives from other programs to assist in identifying specific population needs.

Schedule joint meetings with representatives from related programs and share data and information across programs.

Develop a cohesive, coordinated plan focused on student needs and shared goals.

(cf. [0430](#) - *Comprehensive Local Plan for Special Education*)  
(cf. [2230](#) - *Representative and Deliberative Groups*)  
(cf. [3280](#) - *Sale or Lease of District-Owned Real Property*)  
(cf. [5030](#) - *Student Wellness*)  
(cf. [5148](#) - *Child Care and Development*)  
(cf. [5148.3](#) - *Preschool/Early Childhood Education*)  
(cf. [6174](#) - *Education for English Learners*)  
(cf. [6175](#) - *Migrant Education Program*)  
(cf. [6178](#) - *Career Technical 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 and DELAC parent representatives for the purpose of developing, revising, and reviewing the parent/guardian and family engagement policy.

The needs of parents/guardians and family members are reviewed to better assist with their children's learning and how to engage with school staff and teachers.

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]):

To address barriers such as language and parent support of student learning the district will do the following:

To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members.

Establish a process to encourage parent/guardian input regarding their expectations and concerns for their children.

The district work with parent advisory groups and surveys to identify barriers. The district will use the findings or the evaluation conducted pursuant to the needs expressed from the DAC and DELAC to design evidence-based strategies with respect to any barriers for more effective parent/guardian and family engagement and, if necessary, to revise the parent/guardian and family engagement policy.

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])?

Provide opportunities for parents and families to engage with school personnel and other families to increase parent advocacy and relationship building.

Provide monthly meetings at all school sites to engage school staff and principals in ongoing dialogue designed to build a partnership to improve student academic achievement.

[\(cf. BP 5020 - Parent Rights and Responsibilities\)](#)

[\(cf. BP 5145.6 - Parental Notifications\)](#)

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

Provide parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.

Provide information, in parent and student handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.

[\(cf. BP 5124 – Communication with Parent/Guardians\)](#)

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 events to share programmatic information with parents and families.

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.

Disseminate information to parents in parent workshops, 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.

[\(cf. BP 6171 – Title I Programs\)](#)

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

Reserve not less than one percent of its allocation under Title I, Part A, to carry out parent engagement, including promoting family literacy, positive behavior, parent leadership, and parenting skills.

[\(cf. BP 3100 – Budget\)](#)

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.

Provide materials and resource books for families to check out, and other related parent education support items at Title I schools.

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 parent education sessions to parent advisory committees to assist parents/guardians to understand; 1) the state's academic content and achievement standards; 2) state and local academic assessments; 3) the requirements of Title I; 4) the processes involved in monitoring student progress and working collaboratively with staff to improve academic achievement.

Provide parent education sessions, classes and workshops designed to support the academic, social and emotional, as well as personal growth of students and their families.

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])?

Family and Community Engagement staff coordinates and provides classes and workshops that utilize useful and effective tools for improved student outcomes.

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.

Assist schools with the implementation of culturally responsive schoolwide practices which encourage parent and family interactions with school staff and principal.

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])?

Provide parent education sessions which include participation and presentations from school, district and community resources.

Provide resources to parents on getting involved in their child's education, how to support academic success, recruitment and retention of parent volunteers, and providing multiple opportunities for parent engagement.

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 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])?

District Family and Community Engagement staff will support school sites through dialogue and professional learning to ensure that ongoing and purposeful parent engagement activities are available at all school sites.

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.

[\(cf. BP 5124 – Communication with Parent/Guardians\)](#)