

Davis School District Policy and Procedures

Subject: 10CR-003 Title I Parent and Family Engagement Policy
Index: Community Relations – *Parental and Community Involvement in Schools*
Revised: October 25, 2017

1. PURPOSE AND PHILOSOPHY

Three decades of research provide convincing evidence that parents and families are an important influence in helping their children achieve high academic standards. In support of strengthening student academic achievement in Title I, Part A schools, the Board of Education of Davis School District (Board) adopts this policy establishing its expectations for collaboration with parents and families to help their children learn and parents' and families' involvement in school activities and decision-making about their children' education.

2. GENERAL EXPECTATIONS FOR ENGAGEMENT OF PARENTS AND FAMILY MEMBERS IN TITLE I SCHOOLS

- 2.1. The Davis School District (District) will put into operation programs, activities, and procedures for the involvement of parents and family members in all of its schools with Title I, Part A Programs, consistent with section 6318 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be carried out in consultation with parents and family members of participating children.
- 2.2. Consistent with section 6318, the District will work with its schools to ensure that the required school-level parent and family members policies meet the requirements of section 6318(b) of the ESEA and include a school-parent compact consistent with Section 6318(d) of ESEA.
- 2.3. The District will incorporate this district-wide parent and family engagement policy into its LEA plan developed under section 6312 of the ESEA.
- 2.4. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the District and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 6311 of the ESEA in an understandable and uniform format and to the extent practical, in a language parents understand.
- 2.5. If the LEA plan for Title I, Part A, developed under section 6312 of the ESEA is not satisfactory to the parents of participating children, the District will submit any parent comments with the plan when the District submits the plan to the Utah State -Board of Education.
- 2.6. The District will involve the parents and families of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- 2.7. The District will be governed by the following statutory definition of parental involvement, and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition.
 - 2.7.1. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - [a] that parents play an integral role in assisting their child's learning;
 - [b] that parents are encouraged to be actively involved in their child's education at school
 - [c] that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

- [d] the carrying out of other activities, such as those described in section 6311 of the ESEA.
- 2.8. The District will inform parents and parental organizations of the purpose and existence of Parental Information and Resource Center in the State.

3. DESCRIPTION OF DAVIS SCHOOL DISTRICT'S PARENTAL INVOLVEMENT POLICY

- 3.1. The District will take the following actions to involve parents and family members in the joint development of its District-wide parental involvement plan under section 6312 of ESEA.
 - 3.1.1. Title I schools will submit the names of parents to serve on an Advisory Committee.
 - 3.1.2. Identified parents will receive a letter or call inviting them to participate.
 - 3.1.3. Information will be prepared for committee review and parent input.
- 3.2. The District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance.
 - 3.2.1. During monthly District principal meetings, schools will be given suggestions on ways to involve parents.
 - 3.2.2. The District Title I Department will provide assistance for parental involvement activities held at the Title I, Part A schools.
- 3.3. The District will coordinate and integrate parent and family engagement strategies in Title I, Part A with parental involvement strategies under other programs by:
 - 3.3.1. Supporting the District's efforts to make services between schools and programs seamless;
 - 3.3.2. Coordinating parental involvement strategies with directors of other District departments; and
 - 3.3.3. Providing information on resources for schools to use throughout the year as they involve parents in classrooms, at conferences and school activities.
- 3.4. The District will take the following actions to conduct with the involvement of parents and families, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation of parents. The District will use the finding of the evaluation to design strategies for more effective parental involvement and to revise it if necessary.
 - 3.4.1. The District will involve parents of Title I students to develop, review, and revise the Parental Involvement Policy.
 - 3.4.2. The District will work with parents to identify barriers to parental involvement.
 - 3.4.3. A list of identified barriers will be distributed to school administrators to share with their school community council for additional review.
- 3.5. The District will build the schools' and parent's capacity for strong parental involvement to support a partnership among the schools involved, parents and families, and community to improve student academic achievement through the activities listed below:
 - 3.5.1. The District will, with the assistance of its Title I, Part A schools provide assistance to parents of children served by the District or school in understanding topics such as:
 - [a] Utah's academic content standards;
 - [b] Utah's student academic achievement standards;
 - [c] Utah's academic assessments including alternative assessments;
 - [d] the requirements of Title I, Part A;
 - [e] monitoring their child's progress; and
 - [f] working with educators.

Information will be disseminated to parents in the opening school packets, at Back to School nights, during Individual Learning Plan conferences, at Parent Involvement Nights, during After School Programs and at other school sponsored events.

- 3.5.2. The District will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- [a] providing resources for schools to sponsor parent seminars, family nights, make-it and take-it events, and secure materials;
 - [b] providing DESK and SMART to help parents monitor their child's progress and work with educators to improve the achievement of their children;
 - [c] developing web pages so parents have instant access to important school information;
 - [d] promoting "Computer to Kids" for home usage; and
 - [e] making hard copies available at the school for parent review.
- 3.5.3. The District will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals, and other staff on how to reach out to, communicate with, and work with parents as partners in building ties between home and schools by:
- [a] providing suggestions and materials at the monthly District principal meetings;
 - [b] offering training on communicating and home/school connections to administrators, teachers, and tutors; and
 - [c] promoting Promising Practices, a program for connecting schools and homes to increase student success.
- 3.5.4. The District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and other public preschools to conduct activities and use parent resource centers to support parents in participating in the education of their children by:
- [a] coordinating with the District's Coordinator of the Parent Information Resources Center (PIRC) in providing information on classes and activities for parents;
 - [b] supporting the efforts of the District's Title I, Part A schools as they transition preschool children from Head Start to Kindergarten;
 - [c] providing principals with resources and contact information for dissemination of their communities;
 - [d] providing information to private preschools where applicable; and
 - [e] supporting parents and entering kindergarten students in their transition into the public school system.
- 3.5.5. The District will ensure that information related to school and parent-programs, meetings, and other activities, is sent to the parents and families of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:
- [a] continuing to provide principals with information on resources to meet the diverse language needs of their community;
 - [b] continuing to make interpreters available, where possible to translate information for the different schools; and
 - [c] continuing to provide every school counselor with the Davis County Handbook for Community Resources and information for parents and families of different cultures.

4. DISCRETIONARY DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT COMPONENTS

The following activities are not required by federal or state law but are discretionary and may be beneficial in increasing meaningful parent and family engagement.

- 4.1. Training for parents and families on literacy or mathematics.
- 4.2. Identifying and implementing models for improving paren.
- 4.3. Developing appropriate roles for community-based organizations, businesses, and faith-based organizations, in parent and family engagement activities.

DEFINITIONS

“**Parent**” is defined as a natural parent, a legal guardian or other person standing in loco-parentis, such as a grandparent or step-parent with whom the child lives, or a person who is legally responsible for the child’s welfare.

“**Parental-involvement**” is defined in section 2.7 of this policy

“**School-parent compact**” is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.

REFERENCES

20 U.S.C.A. § 6311 - State Plan

20 U.S.C.A. § 6312 - Local educational agency plans

20 U.S.C.A. § 6318 - Parental and Family Engagement

20 U.S.C.A. §7801(39) Definitions (Parental Involvement)

DOCUMENT HISTORY:

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