

# C-1: Administrative Procedures

## Family and Community Engagement



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### REFERENCES

[Board Policy C-1](#)

[Shared Governance Guide](#)

[Board Policy S-3: Student Conduct and Discipline](#)

[Administrative Procedures for Board Policy G-3: Wellness](#)

[Administrative Procedures for Board Policy I-8: Student Progress and Academic Achievement](#)

[Administrative Procedures for Board Policy I-14: Student Planning, College and Career Readiness, School Counseling, and Work-Based Learning](#)

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### DEFINITIONS

**Parent:** For purposes of these administrative procedures and the corresponding board policy, “parent” means:

- A. a biological or adoptive parent;
- B. a legal guardian or other individual legally authorized to make educational decisions for the child;
- C. an individual, with whom the child lives, who is acting as a parent in the absence of a natural parent or a guardian;
- D. a foster parent if the authority of the biological or adoptive parents to make educational decisions on the child’s behalf has been terminated or specifically limited by a court order;
- E. in the absence of any individual qualified under parts A-D, a surrogate parent appointed pursuant to the Individuals with Disabilities Act; and/or
- F. a stepparent if the stepparent is present on a day-to-day basis with the natural parent and child, and the other parent is absent from the home. A stepparent who is not present on a day-to-day basis in the home of the child does not have rights under Family Educational Rights and Privacy Act (FERPA) with respect to the child’s education records. Stepparents without guardianship of a child do not have the authority to enroll or register a child in school.

“Parent” does not include the state or any political subdivision of government.

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### PROCEDURES FOR IMPLEMENTATION

#### I. Build the Capacity of Families

- A. The district and schools will provide opportunities to build the capacity of parents and families to understand state academic achievement standards, state and local assessments, and Title I requirements. Parents should also be assisted with understanding how to best navigate the school system.
  1. Schools will create opportunities for families to learn how the school system works including aspects related to:
    - a. the role of the principal, counselor and other school staff;
    - b. how to volunteer at school and what to do when there;
    - c. supports and interventions for students who are struggling; and
    - d. federal programs like Special Education, 504, Title IV, and other programs that support students and their families.
  2. Throughout the school year, schools will create opportunities for families to learn about the Utah Core Standards, and interpret their student’s state and school assessment results. Schools must provide materials and tutorials for families that teach strategies on how to support student learning in both academic and social skills.
    - a. The district and Title I schools will provide training opportunities to families in order to help improve parents’ ability to participate in their student’s achievement and to be involved in their student’s learning.
      - i. Outside organizations that may provide training to parents to help improve their children’s academic success and support their academic efforts include:
        - *Uplift Families* (<https://www.upliftfamilies.org/>)
        - *Utah Parent Center* (<https://utahparentcenter.org/>)
        - *Smarter Parenting* (<https://www.smarterparenting.com/>)
        - *Comunidades Unidas* (<https://www.cuutah.org/>)
        - *United Africans of Utah* (<http://www.theuau.org/>)
        - *Bridging Refugee Youth & Children’s Services* (<https://brycs.org/>)

- b. Principals and the Title I coordinator, in coordination with various district administrators, will provide parents with assistance and training on topics including:
  - i. Positive Behavior Intervention System/Multi-Tiered Systems of Support Plan found in various student handbooks;
  - ii. various state and local academic assessments, including alternative assessments;
  - iii. the parent and family engagement requirements of the Every Student Succeeds Act (ESSA); and
  - iv. strategies for monitoring their student's progress and working with educators to improve their student's achievement.
- c. Title I schools must hold an annual Title I meeting to explain the program and inform parents of their right to be involved in their children's education.
  - i. Title I schools must offer additional meetings at different times of the day throughout the school year.
  - ii. Schools should provide information to parents in classroom newsletters, at regularly scheduled parent meetings, and School Community Council (SCC) meetings in a manner that allows parents to access and understand the information. Methods to increase accessibility and understanding include the use of translated documents, language interpreters, and visual supports.
  - iii. Teacher and paraprofessional qualifications will be provided to parents, as appropriate.
  - iv. Parents have the right to file complaints with the district's Title I coordinator regarding the district's compliance with Title I.

## **II. Shared Governance**

- A. The board retains overall legal responsibility for governing the district but may delegate decisions, subject to periodic review and appropriate accountability.
- B. The board delegates to school sites and departments the right to make decisions following the shared governance process. Site-based decisions must conform to all applicable state and federal laws, rules and regulations, and the district's Student Achievement Plan, policies, procedures, guidelines, and contractual obligations, including negotiated employee agreements.
- C. SCCs are a critical component of the shared governance process.
  - 1. SCCs should involve parents in the academic achievement of their children, work to improve school performance, and implement parental involvement strategies and activities in the school.
  - 2. SCCs should strive to achieve greater parental participation.
  - 3. SCCs will include elected staff, community, and parent representatives who will share the responsibility of helping each school to provide quality learning opportunities leading to high levels of student achievement.
  - 4. SCCs should refer to the district's Shared Governance Guide for specific details regarding decisions and responsibilities allocated to SCCs.
- D. Principals must ensure that they communicate with their SCCs about any issues that involve long term contractual obligations for the school, including new construction proposals, potential lease opportunities with outside third parties, etc.

## **III. Provide meaningful input on the Student Achievement Plan (SAP), Excellence and Equity Plan (EEP), also known as School Improvement Plan (SIP), and School-Parent Compacts (for Title 1 schools)**

- A. Parents must provide meaningful input into the district's SAP, their school's EEP/SIP, and/or their school's School-Parent Compact.
  - 1. The district and schools may choose to hold informal meetings to inform parents about the purpose of the specific plan under consideration, and the vision and mission of the district or school.
  - 2. Parents should be given adequate time to become familiar with written information and any drafts of plans before meaningful feedback can be offered.
- B. Title I schools must create a written parent and family engagement plan that is distinct from the board's Family and Community Engagement Policy.
  - 1. School plans must address the particular parent involvement needs of the individual school.
  - 2. Schools must update these plans annually to meet the changing needs of parents and schools.
- C. Title I schools must create a school-parent compact with meaningful participation of parents and families, and all schools are encouraged to do the same.
  - 1. The compact identifies how parents, school staff, and students will share the responsibility for improved student academic achievement.

2. In outlining how student academic achievement will be improved, the compact must include:
  - a. the school's role, including a description of:
    - i. academic goals to meet the Utah Core Standards;
    - ii. ways teachers will provide high quality curriculum and instruction and how teachers will help parents understand what that looks like in class;
    - iii. ways teachers will support parent participation in learning activities; and
    - iv. dates for back to school nights, conferences and other parent meetings and activities.
  - b. the family's role, including a description of ways parents will be responsible for supporting their children's learning; and
  - c. the student's role, including a description of specific ways students will be responsible for their learning.
3. The compact must address the importance of two-way communication between teachers and parents on an ongoing basis.
4. The compact must be renewed and updated annually.

#### **IV. Review of these procedures**

- A. The Title I coordinator will conduct an annual evaluation process of the content and effectiveness of these procedures.
  1. This process should identify barriers to increased participation by parents, with particular attention to parents who are economically disadvantaged, have limited English proficiency, are disabled, have limited literacy, or have a racial or ethnic minority background.
  2. This process should also identify what families need in order to help with their children's learning, and what strategies will support successful school-home interactions.
  3. The Title I coordinator will use stakeholder input surveys, family and community forum discussions, the district's parent advisory committee, and SCC members to conduct this evaluation.
  4. Findings of the annual evaluation will be shared with schools, families, and the community, used to inform planning of the parent and family engagement plan, and used to make suggested revision to these procedures.