Billings School District 2

INSTRUCTION

Parent/Family Engagement and Involvement in Education Policy

The Board of Trustees believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Office of Public Instruction (OPI), the district, parents/families and the community.

This policy shall be made available to all interested individuals upon request and posted on the district's website.

Parent/Family Involvement Goals and Plan

The Board of Trustees recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six (6) goals:

1. Promote families to actively participate in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;
2. Promote families and school staff to engage in regular, two-way meaningful communication about student learning;
3. Promote families and school staff to continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;
4. Empower parents to be advocates for their own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;
5. Encourage families and school staff to be partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and
6. Encourage families and school staff to collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.

The Board of Trustees, in consultation with parents, teachers, administrators, and students has adopted this District plan for meeting these parent/family involvement goals:

1. Provide activities that will educate parents/families regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process and laws regarding parent/family rights, including:
   - Keeping parents/families informed of opportunities for involvement and encouraging participation in various District programs.
   - Providing access to all District policies, District handbooks, Board and Committee meeting agendas, the district grievance procedure and contact methods for District administrators and Trustees on the District's website.
   - Providing access to educational resources a course of study for parents/families to use together with their children.
   - Keeping parents/families informed of the objectives of district educational and activity programs their child's participation and progress within these programs, and methods to opt out of such programs and instruction consistent with parent/family rights.
   - Promoting parents/families and teacher cooperation in homework, attendance, and discipline.
   - Providing information about the nature and purpose of student clubs and groups meeting at the school in accordance with Policy 3550 and methods to consent to participation or opt out of participation consistent with parent/family rights.
   - Providing explanation of rights regarding student name and pronoun use consistent with Family Educational Rights and Privacy Act and Policy 3600.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.
8. Provide annual notification of educational opportunities of the district consistent with Montana law in the form of the student handbook, the district policy manual as posted on the District website, or other accessible format on topics which include:
   - The district's options for delivery of personalized instruction to students consistent with the legislature's findings at Section 20-7-1601, MCA. and Article X, Section 1 of the Montana Constitution.
   - Evaluation, identification, and services provided to students with disabilities consistent with Section 20-7-411, MCA, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act.
   - Admission of students to kindergarten consistent with Sections 20-5-101 and 20-7-117, MCA, and Policy 2050.

- Proficiency based learning and other forms of personalized learning including course equivalency waiver consistent with Section 20-3-324, MCA and Policies 1005 and 2410.
- Participation in extracurricular activities, including participation by nonpublic and home school students consistent with Section 20-5-112, MCA, and Policy 3150.
- Access to remote instruction, including through the Montana Digital Academy pursuant to Title 20, chapter 7, part 12, non-District sources, and through other school districts as provided in Section 20-7-118, MCA, and Policy2170;
- Out-of-district attendance consistent with Title 20, chapter 5, part 3 MCA and Policies 2050, and 3141.
- Early targeted interventions in accordance with Title 20, MCA.
- Part-time enrollment of a student who is otherwise enrolled at a nonpublic or home school consistent with Section 20-5-101, MCA and Policy 3150.
- Availability of funding to support student access to advanced opportunities, if applicable to a district consistent with Section 20-7-1506, MCA;
- Career and technical education pursuant to Title 20, chapter 7, part 3, including the attainment of industry-recognized credentials and work-based learning, consistent with Section 20-7-1510, MCA, and Policy 2410.
- Early college, dual enrollment, and running start opportunities, consistent with Section 20-9-706, MCA.
- Other opportunities for school-age children through Montana public schools which parents/families and students may rely upon in which:
    - support the development of a child's full educational potential;
    - assist in reducing the costs of postsecondary education and workforce preparation; and
    - foster life success.

Cross References:

Board Policies	**Description**
1005	Proficiency Based ANB
1700	Uniform Complaint
1700-F1	Uniform Complaint Form
2050	Entrance, Placement, and Transfer
2160	Title I
2160-P1	Title I
2170	Digital Academy Classes
2410	High School Graduation Requirements
2410-P1	High School Graduation Requirements
3120	Attendance Policy
3141	Discretionary Nonresident Student Attendance
3141-P1	Discretionary Nonresident Student Attendance
3150	Part-Time Attendance
3310	Student Discipline
3410	Student Health
3431	Emergency Treatment
3431-F1	Medical Emergency Notification
3550	Student Clubs
3550-F1	Student Club Application

3600	Student Records
3600-F1	FERPA Annual Notification
3600-F2	Form Letter to Parent
3600-F3	Form Letter to Montana Schools – Withhold Records
3600-F4	Form Letter to Montana Schools – Obligation Met
3600-P1	Maintenance of School Student Records
3600-P2	Challenges to Student Records - Hearings
3600-P3	Withholding Records for Unmet Financial Obligations
3600-P4	Student Record Safeguard List
3600-P5	Special Education Records

Legal References:

Montana Code Annotated	**Description**
20-3-32	Powers and duties
20-3-326	Information on Educational Opportunities -- Duties Of Trustees
20-5-101	Admittance of child to school
20-5-112	Participation in extracurricular activities
20-5-314	Reciprocal attendance agreement with adjoining state or province
20-5-320	Attendance with discretionary approval
20-5-321	Attendance with mandatory approval – tuition and transportation
20-5-322	Residency determination – notification – appeal for attendance agreement
20-7-117	Kindergarten and preschool programs
20-7-118	Offsite Provision of Educational Services
20-7-1510	Credit for participating in work-based learning partnerships
20-7-1601	Transformational Learning - Legislative Intent

20-9-706	Running start program
40-6-701	Interference with fundamental parental rights restricted
40-6-702	Fundamental Parental Rights
40-6-703	Increase parental involvement in education
Title 20, Chapter 7, part 12	Montana digital academy
Title 20, chapter 7, part 3	Vocational and Technical Education

Administrative Rules of Montana	**Description**
10.55.601	Accreditation Standards: Procedures
10.55.701	Board of Trustees
10.55.722	Family and Community Engagement
10.55.723	Integrated Strategic Action Plan

United States Code	**Description**
20 U.S.C. § 1232g, et seq.	Family Education Rights and Privacy Act
20 USC 6318	Parent and Family Engagement

Policy History:

First Reading:	January 19, 2026 – Board of Trustees
Second Reading:	February 3, 2026 – Board Operations Committee
Third Reading:	February 16, 2026 – Board of Trustees
Adopted on:	February 16, 2026
Effective on:	February 16, 2026
Revised on:	