

INSTRUCTION

Parent and Family Engagement

~~Missoula County Public Schools Board of Trustees recognizes the importance of engaging parents and families in the education of children, including in programs operated with Title I funding. The Superintendent shall undertake activities with respect to engagement for all aspects of its educational program designed to:~~

The Board 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.

Parent/Family Involvement Goals and Plan

The Board 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 seven (7) goals:

1. Encourage parents and families to actively participate in the life of their children's school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;
2. Encourage families and school staff to engage in regular, two-way meaningful communication about student learning;
3. ~~Ensure parents and families feel welcomed, valued, and connected to one another, school staff, and to what students are learning and doing in class;~~ **Encourage 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. ~~Encourage families and school staff to engage in regular, two-way meaningful communication about student learning;~~ **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. ~~Ensure continuous collaboration between families and school staff 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;~~ **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;

6. Empower families 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; **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;**
7. Allow families and school staff to partner in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and **Encourage families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.**

To the extent feasible and appropriate, the District will attempt to coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs, including but not limited to Title I programs.

Title I

In addition, schools operating Schoolwide Title I programs shall undertake the following to engage parents and families:

- Host an annual meeting that accommodates parents' needs to inform parents about Title I requirements and about the right of parents to be involved in the Title I program.
- Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program and the school-parent compact.
- Provide parents with timely information about the Title I program/services.
- Provide parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- Develop, with the assistance of parents and families, and conduct an effective evaluation process regarding the Title I program.

School-Parent Compact

The District will distribute to parents a school-parent compact for each school operating a Schoolwide Title I program. The compact, jointly developed with parents, explains how parents, the entire school staff, and students share the responsibility for improved student academic achievement. It shall describe specific ways the school and families will partner to help children

achieve the State's high academic standards. It will address the following legally required items, as well as other items suggested by parents and members of the Title I team.

- The school's responsibility to provide high-quality curriculum and instruction;
- The ways parents will be responsible for supporting their children's learning;
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Interactions with Parents and Families

The District will engage parents and families in meaningful interactions with schools operating Title I Schoolwide programs. It will support flexible opportunities for a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, schools will establish the following practices:

- Provide parents and families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Provide parents and families with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of parents, educate staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.
- Coordinate and integrate the Title I parental and family engagement program with other programs, and conducts other activities, such as parent/family resource nights/activities, to encourage and support parents and families in more fully participating in the education of their children.
- Distribute information related to school and parent and family programs, meetings, and other activities to parents and families in a format and language that the parents understand.

Accessibility

The District will provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and reports shall be provided in a format and language that parents understand.

Review

The District shall undertake activities to engage parents and families in the review and revision of this Parent and Family Engagement policy.

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

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 (such as parent-teacher groups, Head Start, etc.) 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 Board policies, handbooks, Board and committee agendas, District grievance procedure, and contact information for administrators and Trustees on the District website.
 - Providing access to educational resources and the 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, of their child's participation and progress within these programs, and methods to opt out of educational and instruction programs 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 and right of parents to consent to such participation or withdraw their child from a club or group.
 - Providing an explanation of rights regarding student name and pronoun use consistent with the Family Education Rights and Privacy Act.
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.

Cross References:

Board Policy 1700
Board Policy 2120
Board Policy 2132
Board Policy 2140
Board Policy 2161
Board Policy 2162

Uniform Complaint Procedure
Curriculum Development and Assessment
Student and Family Privacy Rights
Guidance and Counseling
Special Education
Section 504 of the Rehabilitation Act of 1973 ("Section 504")

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| <u>Board Policy 2168</u> | <u>Distance, Online, and Technology-Delivered Learning</u> |
| <u>Board Policy 2170</u> | <u>Montana Digital Academy</u> |
| <u>Board Policy 2422</u> | <u>Proficiency</u> |
| <u>Board Policy 2423</u> | <u>Personalized Learning Opportunities</u> |
| <u>Board Policy 3110</u> | <u>Entrance, Placement, and Transfer</u> |
| <u>Board Policy 3120</u> | <u>Compulsory Attendance</u> |
| <u>Board Policy 3141</u> | <u>Discretionary Nonresident Student Attendance Policy</u> |
| <u>Board Policy 3150</u> | <u>Part-Time Attendance</u> |
| <u>Board Policy 3600</u> | <u>Student Records</u> |
| <u>Board Policy 4700</u> | <u>Family Engagement</u> |

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| Legal Reference: | <u>20 U.S.C. § 1401 et seq.</u> | <u>Individuals with Disabilities Education Act</u> |
| | <u>29 U.S.C. § 794</u> | <u>Section 504 of the Rehabilitation Act</u> |
| | <u>§ 20-3-324, MCA</u> | <u>Powers and Duties</u> |
| | <u>§ 20-5-101, MCA</u> | <u>Admittance of child to school</u> |
| | <u>§ 20-5-112, MCA</u> | <u>Participation in extracurricular activities</u> |
| | <u>§ 20-7-117, MCA</u> | <u>Kindergarten and preschool programs</u> |
| | <u>§ 20-7-118, MCA</u> | <u>Offsite Provision Of Educational Services</u> |
| | <u>§ 20-7-411, MCA</u> | <u>Obligation to Establish Special Education Program</u> |
| | <u>§ 20-7-1601, MCA</u> | <u>Forms of personalized learning</u> |
| | <u>§ 20-7-1506, MCA</u> | <u>Incentives for creation of advanced opportunity programs</u> |
| | <u>§ 20-7-1510, MCA</u> | <u>Credit for participating in work-based learning partnerships</u> |
| | <u>§ 20-9-706, MCA</u> | <u>Running start program</u> |
| | <u>§ 20-7-1201, MCA et seq.</u> | <u>Montana Digital Academy</u> |
| | <u>§ 20-5-301, MCA et. seq.</u> | <u>Attendance Outside School District</u> |
| | <u>§ 20-7-301, MCA et. seq.</u> | <u>Vocational and Technical Education</u> |
| | <u>§ 20-3-301, MCA et. seq.</u> | <u>Board of Trustees</u> |
| | <u>§ 40-6-701, MCA</u> | <u>Fundamental Rights of Parents</u> |
| | <u>10.55.601, ARM et seq.</u> | <u>Accreditation</u> |
| | <u>House Bill 676</u> | <u>Increase parental involvement in education</u> |
| | <u>10.55.722, ARM</u> | <u>Family and Community Engagement</u> |

Policy History:

First Reading approved by Board on March 13, 2018 and posted for public comment

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