

DESCRIPTOR TERM: School Community Relations	Millard District Policy File Code: 7050 Approved: 08-08-24
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TITLE I PARENTAL ENGAGEMENT PLAN

A. Purpose and Philosophy

Research provides convincing evidence that parents are an important influence in helping their children achieve academic success. In support of strengthening student academic achievement in Title I schools, the Millard County School District Board of Education adopts this policy for the purpose of: (1) establishing its expectations for collaboration with parents in helping their children learn; and (2) encouraging parental engagement in school activities and decision-making about their children’s education.

B. Definitions

1. **ESEA** refers to the Elementary and Secondary Education Act.
2. **LEA** refers to the Local Education Agency, which is the Millard County School District.
3. **Parent** is defined as a natural parent, a legal guardian, or district designated custodial parent or guardian who is legally responsible for the child’s welfare.
4. **Parental Engagement** is the participation of parents in regular, two-way meaningful communications with school personnel involving student academic learning and other school activities. For a more complete definition, refer to Section B.1.
5. **School Parent Compact** is a written agreement between the school and the parents of children participating in Title I programs that identify the activities and responsibilities that the parent, the school staff, and the student will share.
6. **USBE** refers to the Utah State Board of Education.

C. General Expectations

The Millard County School District agrees to implement the following statutory requirements:

1. The school district will provide programs, activities and procedures for the engagement of parents in all of its schools with Title I 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 of participating children.
2. Consistent with section 6318, the district will work with its Title I schools to ensure that the required school-level parental engagement policies meet the requirement of section 6318(b) of the ESEA, and include a school-parent compact consistent with Section 6318(d) of ESEA.
3. The district will incorporate this district-wide parental engagement policy into its Local Education Agency (LEA) plan developed under section 6312 of the ESEA.
4. In carrying out the Title I parental engagement requirements to the extent practicable, the district and its Title I schools will provide full opportunities for the participation of all parents including parents with limited English proficiency, parents of students with disabilities, and parents of migratory children. Title I schools will provide 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.
5. If the LEA plan for Title I, developed under section 6312 of the ESEA, is not satisfactory to the parents of participating children, parents will be invited to express their concerns in writing to the district. The district, in turn, will submit parent comments to the Utah State Board of Education (USBE) as part of their annual Utah Grants report and/or Title I plan.
6. The district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parental engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
7. The district will be governed by the following statutory definition of parental engagement, and expects its Title I schools to incorporate programs, activities and procedures in accordance with this definition. The statutory definition of parental engagement is:

- a. Parental engagement means the participation of parents in regular, two-way meaningful communications involving student academic learning and other school activities, including ensuring:
 - 1) that parents play an integral role in assisting their child's learning;
 - 2) that parents are encouraged to be actively involved in their child's education at school; and
 - 3) 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.
8. The district will inform parents and parental organizations of the purpose and existence of statewide resources such as the Utah Family Center, the Utah Parent Center, and the Utah Parent Teacher Association.

D. Implementation of Parental Engagement Policy Components

The Millard County School District will implement the following practices to assure parental engagement in the Title I programs of the district:

1. The district will take the following actions to involve parents in the joint development of its district-wide parental engagement plan under section 6312 of ESEA:
 - a. Title I schools will submit names of parents to serve on school and district advisory committees.
 - b. Identified parents will receive a letter or call inviting them to participate.
 - c. Information will be prepared for committee review and parent input.
2. The district will take the following actions to involve parents in the process of school review and improvement under section 6316 of ESEA:
 - a. All Title I schools will develop a school plan each year that will be reviewed by the school's community council before it is submitted to the district. The district will require each school to submit the signature page of parents involved in that process.
 - b. The district will provide information to schools on effective ways to make the school plan available to the public.

3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental engagement activities to improve student academic achievement and school performance:
 - a. During regular district principal meetings and monthly K-3 Reading Achievement Plan meetings, schools will be given suggestions on ways to involve parents.
 - b. The district Title I Director will provide assistance for parental engagement activities held at Title I schools.
4. The district will coordinate and integrate parental engagement strategies in Title I schools with parental engagement strategies under other programs by:
 - a. Supporting the district's efforts to make services between schools and programs seamless;
 - b. Coordinating parental engagement strategies with the directors of other district departments; and
 - c. Providing information on resources for schools to use throughout the year as they involve parents in classrooms, at conferences and school activities.
5. The district, with the involvement of parents, will conduct an annual evaluation of the content and effectiveness of this parental engagement policy in improving the quality of its Title I schools. This evaluation will include identifying barriers to greater participation of parents. The district will use the findings of the evaluation to design strategies for more effective parental engagement and to revise the plan if necessary.
 - a. The district will involve parents of Title I students in the development, review and revision of parent engagement policies as needed.
 - b. The district will work with parents to identify barriers to parental engagement.
 - c. A list of identified barriers will be distributed to school administrators to share with their school community council for additional review.

6. The district will support a partnership among schools, parents, and the community to improve student academic achievement by utilizing the activities listed below:

a. The district will, with the assistance of its Title I schools, provide assistance to parents in understanding topics such as:

- 1) Utah's academic content standards (core curriculum);
- 2) Utah's academic assessments including alternative assessments;
- 3) Utah's student academic proficiency and growth measurements;
- 4) School Report Cards;
- 5) the statutory requirements of Title I, Part A;
- 6) monitoring their children's progress; and
- 7) working with educators.

(The above information will be disseminated to parents, in a language that family members can understand, in the district's Parent Information Guide on the district's webpage, at school registration, at Back to School events, during SEP conferences, at school community council and parent association meetings, and at other school sponsored events.)

b. The district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their academic achievement and to foster parental engagement by:

- 1) providing resources for schools to sponsor parent engagement activities and to secure materials;
- 2) utilizing internet accessible student information systems to keep parents current on their child's academic performance;
- 3) developing student progress reports that are user-friendly; and
- 4) developing web pages so parents have instant access to important school information.

- c. The district will, with the assistance of its schools and parents, provide ongoing educational activities for its teachers, 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:
 - 1) providing suggestions and materials at regular administrative meetings;
 - 2) offering training on communication and home/school connections to administrators, teachers, instructional assistants, and other staff, and;
 - 3) promoting literacy, numeracy, study, and social skill programs for the purpose of connecting schools and homes to increase student success.

- d. The district will, to the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with district-sponsored pre-schools, and private pre-schools to support parents in participating in the education of their children by:
 - 1) working in conjunction with governmental agencies in providing information on classes and activities for parents;
 - 2) supporting the efforts of the district's Title I schools as they transition pre-school children to Kindergarten;
 - 3) providing principals with resources and contact information for dissemination to their communities;
 - 4) providing information to private pre-schools where applicable; and
 - 5) supporting parents and entering Kindergarten students in their transition into the K-12 public school system.

REFERENCES

- [20 U.S.C.A. § 6311](#) – State Plan
- [20 U.S.C.A. § 6312](#) – Local Educational Agency Plans
- [20 U.S.C.A. § 6316](#) – Academic assessment and local educational agency and school improvement
- [20 U.S.C.A. § 6318](#) – Parental Engagement