

### **Parent and Family Engagement**

It is the policy of the Dubuque Community School District that parents/guardians of participating children shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents/guardians in an effective home-school partnership that will provide the best possible education for our students. The board encourages parents and families to become involved in their child's education to ensure the child's academic success.

In order to facilitate parent and family involvement, it is the goal of the district to conduct outreach and implement programs, activities and procedures to further involve parents and families with the academic success of their students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents/guardians to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organizations and businesses to work with parents/guardians and schools. This jointly developed and agreed upon written policy is distributed to parents/guardians of all students through the parent-student handbook, which is made available to every family via the district's website. Printed copies of the handbook may be requested from any school or from the Forum. In school-wide Title I buildings, this will include all parents. (ESSA Section 1116(a)(2))

1. The district will provide technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance through professional development regarding parent and family engagement. The district will partner with community groups as a means to engage families more creatively and successfully. (ESSA Section 1116(a)(2)(B))
2. The district will work to find ways to work cooperatively with other federal, state, and local programs. The Title I program will work with local public preschool programs, Headstart programs, local library programs, and special education programs (IDEA). The

district coordinates with the local food pack program to offer support to students that are food insecure, especially over the weekends. (ESSA Section 1116(a)(2)(C))

3. The district conducts an annual evaluation of the content and effectiveness of the Parent and Family Engagement policy. The evaluation includes parents/guardians in a meaningful manner. In addition to surveys, the district uses focus groups and open discussion groups for this evaluation. Parents and families have a voice. The evaluation tools and methods identify the type and frequency of school-home interactions and the needs of parents/guardians have to better support and assist their children in learning. The evaluations will target at least three key areas: barriers, ability to assist learning, and successful interactions. (ESSA Section 1116(a)(2)(D)(i-iii))
4. The district uses the findings for the annual evaluation to design evidenced-based strategies for more effective parent and family engagement. The evaluation results will help uncover best practices that are working and adapt those ideas to the district and individual school needs. (ESSA Section 1116(a)(2)(E))
5. The district involves parents/guardians in activities of the school. The district has established a parent advisory committee comprised of a sufficient number and representative group of parents/guardians to adequately represent the needs of the population, revise, and review the Parent and Family Engagement plan. (ESSA Section 1116(a)(2)(F))
6. At least one annual meeting will be held to inform parents/guardians of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. All Title I elementary buildings will hold an annual meeting in the fall. Notification will be sent to parents/guardians. (ESSA Section 1116(c)(1))
7. Parent and family meetings, including parent conferences, will be held at different times during the day and Title I funds may be used to pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation, childcare, or home visit expenses to enable parents/guardians to participate in school-related meetings and training sessions. (ESSA Section 1116(c)(2))
8. The district will involve parents/guardians in the planning, review, and improvement of the school's Title I program and each school improvement plan at all elementaries through participation in stakeholder groups and in-person or virtual meetings where parents/guardians give input and feedback. (ESSA Section 1116(c)(3))

9. In a school-wide improvement program plan, parents/guardians are asked to be involved in the joint development of the building's school-wide plan through in-person meetings, surveys and electronic feedback as appropriate. *Applies only to Title I schools operating a school-wide program.* (ESSA Sections 1116(c)(3) and 1114))
10. Parents/guardians of participating children are given assistance in understanding the Title I program, with timely information about the Title I program. Parents and families will be informed of the school improvement plan through school events, stakeholder meetings, school communication, and the school website. Through annual meetings and parent-teacher conferences, the school will provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents/guardians receive an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stakeholders in the spring of the year, through individual reports given to parents/guardians at conference time, and through report cards. (ESSA Section 1116(c)(4)(A) & (B))
11. If requested by parents/guardians, the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (ESSA Section 1116(c)(4)(C))
12. If the school-wide improvement plan under Section 1114(b) is not satisfactory, parents/guardians of participating students may comment. Comments may be made in writing to the school principal. (ESSA Section 1116(c)(5))
13. A jointly developed school/parent compact outlines how parents/guardians, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents/guardians will build and develop a partnership to help children achieve our local high standards. It is distributed in the parent-student handbook and is reviewed at the annual meetings. (ESSA Section 1116(d))
14. Parents/guardians will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can

understand. The policy will be provided in English, Spanish and Marshallese and will be free of educational jargon. (ESSA Section 1116(b)(1))

15. In order to ensure effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians, and the community to improve student academic achievement, each school and local educational agency shall:
  - a. Provide assistance to parents/guardians in understanding challenging state academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  - b. Provide materials and training to help parents/guardians to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
  - c. Educate teachers, specialized instructional support personnel, principals, school leaders, and other staff, with the assistance of parents/guardians, in the value of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent programs, and build ties between parents/guardians and the school.
  - d. Coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in the education of their children;
  - e. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language the parents/guardians can understand; and
  - f. Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request. (ESSA Section 1116(e)(1-14))
16. The school, to the extent practicable, will provide opportunities for the informed participation of parents/guardians (including parents/guardians who have limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children) by providing information and school reports required under Section 1111 in a format and language the parties can understand. (ESSA Section 1116(f)).

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