

**SCHOOL/COMMUNITY RELATIONS****School, Student, Parent, Family and Community Engagement in Education**

The Board believes that engaging students, parents, families and the community 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, students, 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 stakeholder involvement is an important component. Engagement and involvement in education requires a cooperative effort with roles for the Office of Public Instruction (OPI), the District, students, parents, families and the community.

The Board recognizes and supports the importance of engaging all stakeholders in the education of children. The Superintendent and staff will continue to:

- (1) Encourage families to actively participate in their children's schools;
- (2) Ensure families feel welcomed, valued, and connected to one another, school staff, and to what students are learning and doing in class;
- (3) Encourage families and school staff to engage in regular, two-way meaningful communication about student learning;
- (4) 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;
- (5) Empower families to be advocates for their children to ensure they have access to learning opportunities that will support their success;
- (6) Allow families and school staff to partner in decisions that affect children and their families;
- (7) 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 preparation; and
- (8) 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.

The Board in consultation with parents, teachers, administrators, and students supports the District plan for meeting engagement and 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 (such as parent-teacher groups, Head Start, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. The District will continue 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, 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, and their child's participation and progress within these programs.
  - Provide 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. Schools will continue to involve families in the education of their children.
4. Schools will continue to 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. Provide educational opportunities in student handbooks and on the District web site.

Cross Reference:	<a href="#">Policy 2035</a>	<a href="#">Federal Funding and Title I</a>
	<a href="#">Policy 1085</a>	<a href="#">Uniform Complaint Procedure</a>
	<a href="#">Policy 2015</a>	<a href="#">Curriculum Development and Assessment</a>
	<a href="#">Policy 2020</a>	<a href="#">Student and Family Privacy Rights</a>
	<a href="#">Policy 2025</a>	<a href="#">K-12 School Counseling Program</a>

<a href="#"><u>Policy 2040</u></a>	<a href="#"><u>Special Education and Accommodations</u></a>
<a href="#"><u>Policy 2050</u></a>	<a href="#"><u>Section 504 of the Rehabilitation Act of 1973 (“Section 504”)</u></a>
<a href="#"><u>Policy 2135</u></a>	<a href="#"><u>K-12 E-Learning Online Policy</u></a>
<a href="#"><u>Policy 2423</u></a>	<a href="#"><u>Personalized Learning Opportunities</u></a>
<a href="#"><u>Policy 3110</u></a>	<a href="#"><u>School Admissions: Entrance, Placement, and Transfer</u></a>
<a href="#"><u>Policy 3120</u></a>	<a href="#"><u>Compulsory Attendance</u></a>
<a href="#"><u>Policy 3025</u></a>	<a href="#"><u>Discretionary Nonresident Student Attendance Policy</u></a>
<a href="#"><u>Policy 3155</u></a>	<a href="#"><u>Part-Time Attendance</u></a>
<a href="#"><u>Policy 3080</u></a>	<a href="#"><u>Maintenance of Student Records</u></a>
<a href="#"><u>Policy 4040</u></a>	<a href="#"><u>School, Student, Parent, Family and Community Engagement in Education</u></a>

Legal References:	<a href="#"><u>§ 10.55.701, ARM</u></a>	<a href="#"><u>Board of Trustees</u></a>
	<a href="#"><u>20 U.S.C. § 1401 <i>et seq.</i></u></a>	<a href="#"><u>Individuals with Disabilities Education Act</u></a>
	<a href="#"><u>29 U.S.C. § 794</u></a>	<a href="#"><u>Section 504 of the Rehabilitation Act</u></a>
	<a href="#"><u>§ 20-3-324, MCA</u></a>	<a href="#"><u>Powers and Duties</u></a>
	<a href="#"><u>§ 20-5-101, MCA</u></a>	<a href="#"><u>Admittance of child to school</u></a>
	<a href="#"><u>§ 20-5-112, MCA</u></a>	<a href="#"><u>Participation in extracurricular activities</u></a>
	<a href="#"><u>§ 20-7-117, MCA</u></a>	<a href="#"><u>Kindergarten and preschool programs</u></a>
	<a href="#"><u>§ 20-7-118, MCA</u></a>	<a href="#"><u>Remote Instruction</u></a>
	<a href="#"><u>§ 20-7-411, MCA</u></a>	<a href="#"><u>Regular Classes Preferred -- Obligation To Establish Special Education Program</u></a>
	<a href="#"><u>§ 20-7-1601, MCA</u></a>	<a href="#"><u>Forms of personalized learning</u></a>
	<a href="#"><u>§ 20-7-1506, MCA</u></a>	<a href="#"><u>Incentives for creation of advanced opportunity programs</u></a>
	<a href="#"><u>§ 20-7-1510, MCA</u></a>	<a href="#"><u>Credit for participating in work-based learning partnerships</u></a>
	<a href="#"><u>§ 20-9-706, MCA</u></a>	<a href="#"><u>Running start program</u></a>
	<a href="#"><u>§ 20-7-1201, MCA <i>et seq.</i></u></a>	<a href="#"><u>Montana Digital Academy</u></a>
	<a href="#"><u>§ 20-7-xxx, MCA <i>et seq.</i></u></a>	<a href="#"><u>Vocational and Technical Education</u></a>

Policy History:  
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