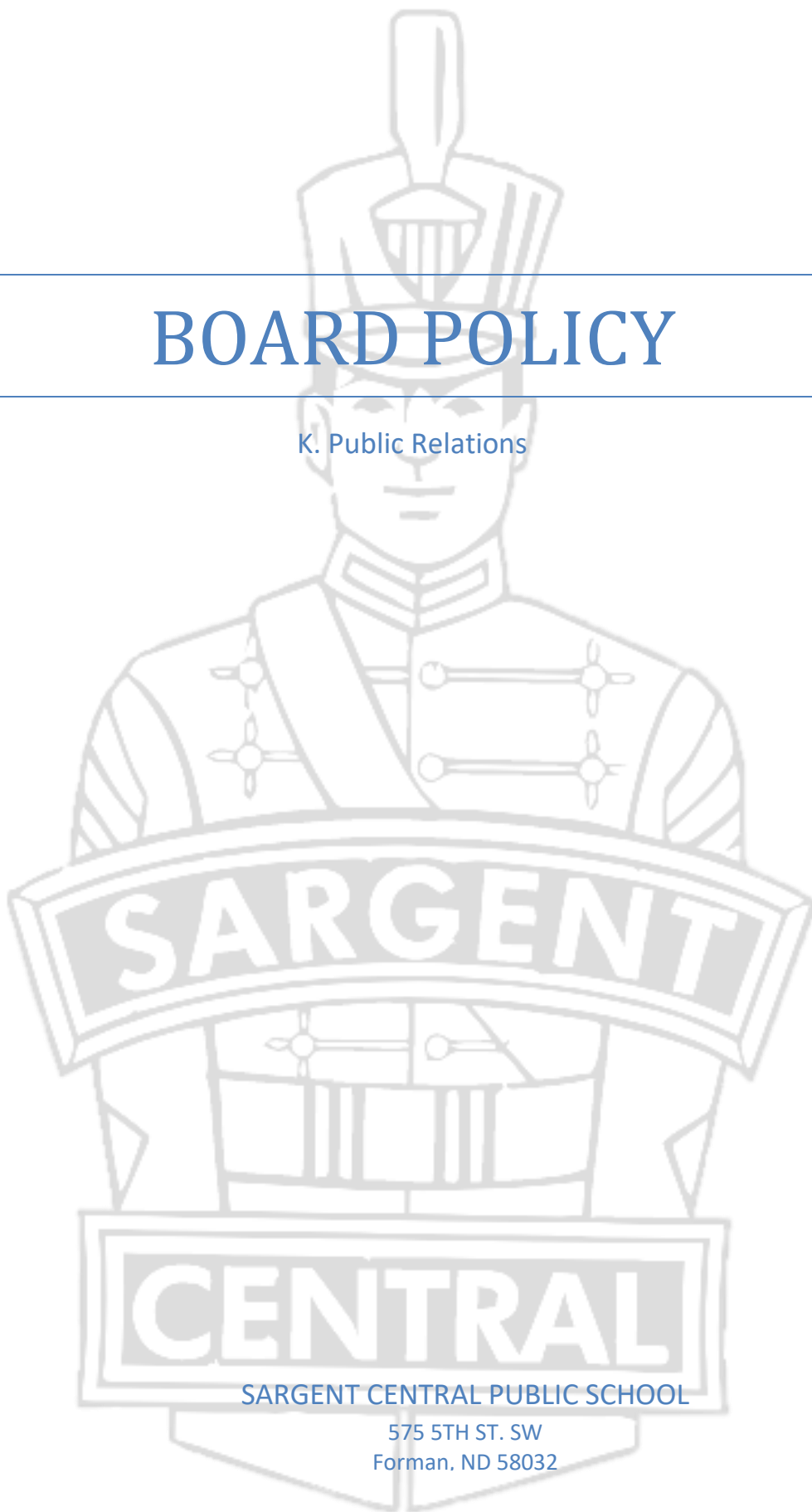

BOARD POLICY

K. Public Relations



SARGENT CENTRAL PUBLIC SCHOOL DISTRICT-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY

In support of strengthening student academic achievement, the Sargent Central Public School District which receives Title I, Part A funds must jointly develop with, agree on with, and distribute to parents and family members of participating students a written District-Level Parent and Family Engagement Policy that contains information required by the Every Student Succeeds Act (ESSA). The policy establishes the district's expectations and objectives for meaningful parent and family engagement and describes how the District will implement a number of specific parent and family engagement activities.

Definitions

This policy defines the following:

Parent means a biological, adoptive, step or foster father or mother, or any other individual who stands in loco parentis to the student.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- a. Parents play an integral role in assisting their child's learning;
- b. Parents are encouraged to be actively involved in their child's education at school;
- c. 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; and
- d. Other activities are carried out, such as those described in ESSA.

Family/family members are adults living in a student's household who are related to the student and/or adult relatives living outside the student's household who, based on a school administrator's knowledge, play a direct and active role in the student's education (e.g., volunteer in school, attend school meetings).

District-Level Parent and Family Engagement Policy Requirements

The District agrees to implement the following requirements as outlined in law:

Put into operation programs, activities, and procedures for the engagement of parents and family members in all of its school with Title I, Part A programs. These programs, activities, and procedures must be planned and operated with meaningful consultation with parents and family members of participating children;

Work with its schools to ensure that the required School-Level Parent and Family Engagement Policy meets the Title I, Part A requirements, and includes as a component, a school-parent compact;

Incorporate this District-Level Parent and Family Engagement Policy into its district plan;
Provide, to the extent practicable, full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory students, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand; and
If the district plan for Title I, Part A is not satisfactory to the parents of participating students, the District shall submit any parent comments with the plan when the District submits the plan to Department of Public Instruction.

Required District-Level Parent and Family Engagement Policy Components

The District-Level Parent and Family Engagement Policy includes a description of how the district may implement or accomplish each of the following components:

1. **Joint Development**

The District shall take the following actions to involve parents and family members in jointly developing its district plan, and in the development and review of support and improvement plans.

Parents may be involved through focus groups or serving on a strategic planning committee.

2. **Annual Evaluation**

The District shall take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this District-Level Parent and Family Engagement Policy in improving the academic quality of its Title I, Part A schools. The evaluation must include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation must also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The District may use the findings of the evaluation about its District-Level Parent and Family Engagement Policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its District-Level Parent and Family Engagement Policy.

This will be reviewed as part of the school accreditation process via Cognia.

3. **Coordination of Services**

The District shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant Federal, State, and local laws and programs such as the PreK program that encourage and support parents in more fully participating in the education of their children by:

The district will utilize its strategic plan to coordinate planning of programs which address family engagement.

4. **Building Capacity of Parents**

The District shall, with the assistance of its Title I schools, build the parents' capacity for strong parent involvement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- a. The challenging State academic standards;
- b. The State and local academic assessments including alternate assessments;
- c. The requirements of Title I, Part A;
- d. How to monitor their child's progress; and
- e. How to work with educators to improve the achievement of their child.

5. **Building Capacity of School Staff**

The District shall, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools.

Building Capacity for Involvement

1. The District-Level Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the District, in meaningful consultation with its parents, choose to undertake to build parents' capacity for involvement in the school and school district to support their children's academic achievement, such as the following discretionary activities listed in ESSA. The District shall implement the following District-Level Parent and Family Engagement Policy components to improve family-school partnerships¹: Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
 2. Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training;
 3. Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 4. Train parents to enhance the engagement of other parents;
 5. Maximize parent and family engagement and the participation in their child's education, arrange school meetings at a variety of times or conduct in-home
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conferences with teachers or other educators who work directly with participating students and parents who are unable to attend conferences at school;

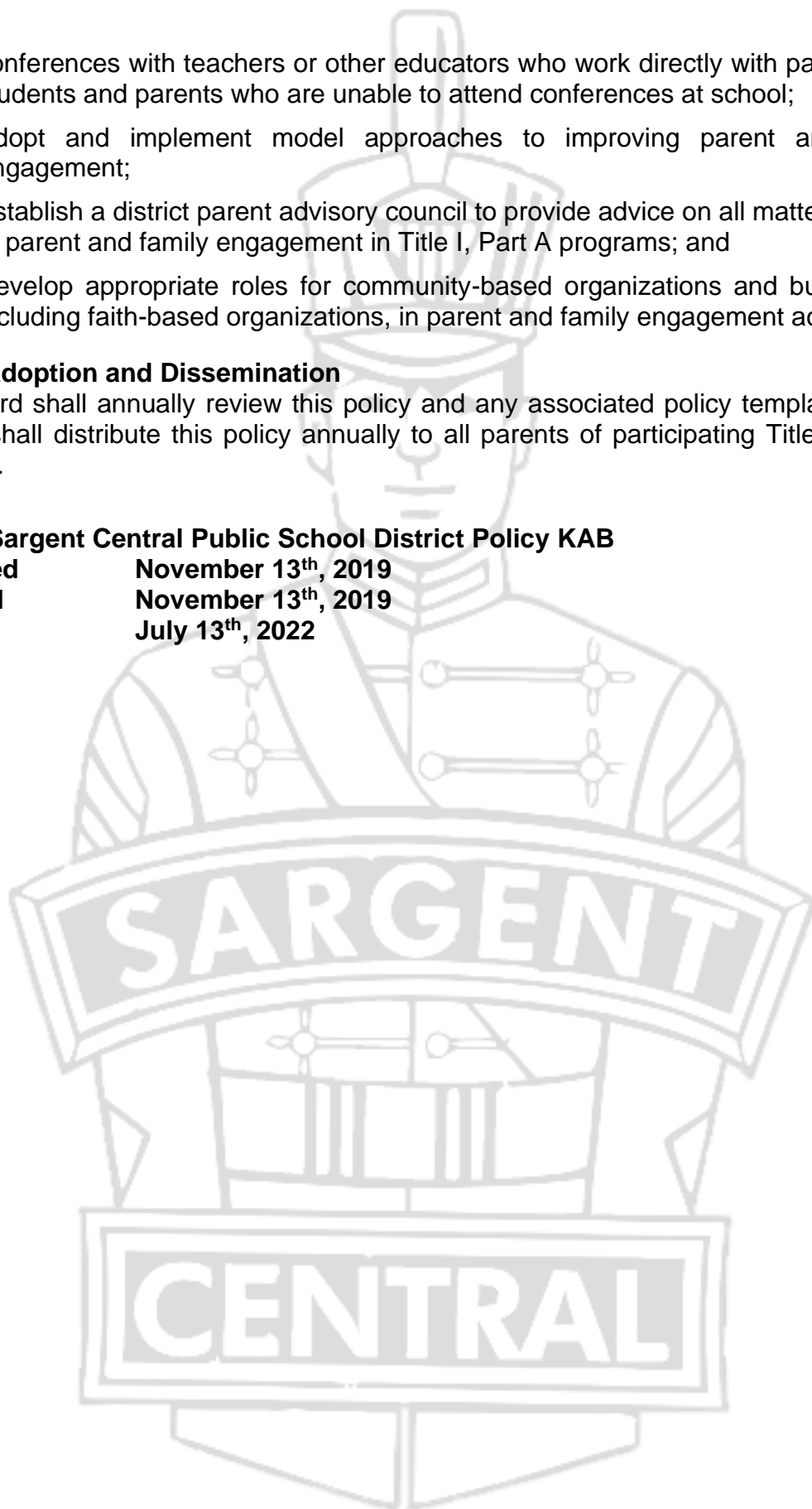
6. Adopt and implement model approaches to improving parent and family engagement;
7. Establish a district parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs; and
8. Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.

Policy Adoption and Dissemination

The Board shall annually review this policy and any associated policy templates. The District shall distribute this policy annually to all parents of participating Title I, Part A students.

End of Sargent Central Public School District Policy KAB

Reviewed	November 13th, 2019
Adopted	November 13th, 2019
Revised	July 13th, 2022



PATRON COMPLAINTS

Individual board members have no authority to resolve complaints and the Board, as a whole, believes that patron complaints should be resolved at the lowest level of authority possible. Therefore, whenever a complaint is made to an individual board member or the Board as a whole, it will be referred to school administration for processing at the lowest level of authority possible.

If the complaint is not satisfactorily remedied at the building level, either party may refer the matter to the Superintendent for investigation. The Superintendent shall complete the investigation within a reasonable deadline in accordance with any applicable deadline in law.

If all other remedies have been exhausted, a complainant may request that the matter be placed on the agenda of the next regular school board meeting; however, the Board will not hear, consider, or act upon complaints that have not been investigated at each appropriate level of authority, nor will the Board hear, consider, or act upon complaints for which specific complaint resolution procedures have been established that do not allow for board review of the complaint, including but not limited to complaints about personnel and complaints about instructional material.

Anonymous Complaints

Anonymous complaints; other than a bullying complaint, (see bullying policy); provide no avenue for response or redress of the complaint. An unsigned complaint will not be read or acted upon at any meeting of the board and anonymous telephone complaints will not be brought to the Board by any individual board member, administrator, or other employee. No disciplinary action will be initiated based solely on an anonymous complaint; however, the administration will investigate every anonymous complaint.

Parental Complaints

While parents enjoy a unique relationship with the schools and are the recipients of special communications concerning school events and programs as well as communications concerning their own child's progress, parents shall use the same channels of processing complaints as by other citizens.

Complaints for which specific resolution procedures are provided shall be directed through those channels. These include, but are not limited to, complaints about personnel and complaints about instructional materials.

End of Sargent Central Public School District Policy KACA
Reviewed December 8th, 2014
Adopted December 8th, 2014

COMPLAINTS ABOUT PERSONNEL

In order to provide an effective procedure for responding to complaints about school district personnel in a manner that is in the best interests of promoting better educational opportunities for children, the following policy is adopted.

Filing Procedure

The following procedure is intended to minimize the risk of a possible action for libel or slander, to retain the impartiality of the Board, and to maximize compliance with North Dakota law.

Complaints should be resolved at the lowest possible level of authority. If the complaint cannot be satisfactorily resolved at that level, the complaint shall be directed to the principal or other supervisor directly responsible for supervision of that employee. The supervisor shall:

1. Investigate the complaint.
2. Promptly notify the employee if the complaint is to be placed in the employee's personnel file. The decision to place information into any personnel file will be made by the administration based on the results of an inquiry or investigation.
3. Schedule a meeting of the employee, the complainant, and the supervisor if deemed appropriate.
4. Provide a response to the complainant within sixty (60) days of receipt of the complaint. Upon conclusion of the investigation, the complainant will be informed as to the outcome of the investigation and the disposition of the complaint. If either party is not satisfied with the handling of the complaint, the matter can be appealed to the Superintendent for final resolution.

Complaints about the Superintendent shall be directed to the Board President, who shall follow the same procedure.

Deadlines

To be considered for investigation, any such complaint must have been filed within 180 days of the alleged occurrence (Exception to the 180 days would be an accusation of sexual abuse). The District has a separate investigation procedure for complaints of harassment and/or discrimination.

Prohibition: Retaliation

The District will not tolerate any form of reprisal, retaliation, or discrimination against an employee, district contractor, district agent, student and/or community member because s/he, in good faith, files a complaint against the District (or a district employee, contractor, or agent) under this policy. Furthermore, the District will not tolerate any form of reprisal, retaliation, or discrimination against an employee, district contractor,

district agent, student and/or community member because s/he participates in an investigation, hearing, or inquiry related to this policy.

The District may take appropriate disciplinary action against a district employee, contractor, student, and/or other district agent and/or may take legal action against anyone who knowingly files a false complaint under this policy or a false claim of reprisal, retaliation, or discrimination under this policy.

End of Sargent Central Public School District Policy KACB

Reviewed December 8th, 2014

Adopted December 8th, 2014

