Parent & Family Engagement Policy

The Governing Board recognizes that the child's first and most important teacher is the parent. Academic success is directly related to parent involvement and communication with the school. By working together, we can provide the best possible educational experience for students.

Although parents may be diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. Desert View Schools, in collaboration with parents, shall establish programs and practices that support parent involvement and reflect the needs of students and their families.

The Board supports the Parent-Teacher League as the primary means of involving parents at all grade levels in a variety of roles. The parent involvement programs will seek parental input to include, but not limited to, the following areas:

- Our school environment to ensure that it honors cultural differences, meets family needs, and promotes positive relationships with parents.
- Communication between home and school ensuring that it is ongoing, two-way, meaningful, and when possible, in the native language of the family.
- School programs and decision making to ensure the academic success of all students.

In addition, the Governing Board also supports the development, implementation, and annual evaluation of a program to involve parents in the decisions and practices of the school, using to the degree possible, the components listed above. Engaging parents is essential to improved student achievement. The Governing Board shall support active parent involvement.

The Parent Teacher League will be involved in the process of school review and improvement. The aim is to evaluate the Title I Program at the schools, collecting information in a variety of ways, including observation of classes.

There will also be an evaluation of the content and effectiveness of the Title I Parental Involvement program, and parents will be asked for their input. The evaluation will include an assessment of how much parental involvement is increasing, and what barriers to parental participation still need to be overcome. The school will revise its Parental Involvement Policy and our school programs, as needed, on the basis of that annual review.

Additionally, the schools will commit to the following in order to promote parental involvement:

1. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings,

such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

2. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

3. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

4. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

5. Involve parents in the planning, review, and improvement of the school's parental involvement policy and School-Parent Compact, in an organized, ongoing, and timely way.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).