

Salt Lake City School District Administrative Procedures for Board Policy C – 1

Under Revision

Title: Parent and Community Involvement
Index: C = Community Policies

References: [Salt Lake City School District Policy C – 1](#)
[Salt Lake City School District Policy G – 3](#)
[Salt Lake City School District Policy I – 14](#)
[Salt Lake City School District Policy I – 8](#)

Procedures for Implementation:

1. Salt Lake City School District School Community Councils (SCCs) will include elected staff, community, and parent representatives who will share the responsibility of helping each school to provide quality learning opportunities leading to high levels of student achievement.
 - a. The decisions and responsibilities allocated to School Community Councils will include, but are not limited to the following:
 1. Completing an annual needs assessment, which includes a thorough analysis of student achievement data to identify critical academic needs;
 2. Reviewing school budgets and other data to assist in developing a school improvement plan;
 3. Developing annual goals based on student learning needs;
 4. Preparing school improvement and Land Trust plans to address the goals;
 5. Assisting with dissemination and implementation of the school's plans;
 6. Making recommendations for programs, practices, materials, or equipment needed to implement the plans and to increase student achievement;
 7. Providing input, to assist with the professional development and plan implementation by staff;
 8. Developing and implementing a child access routing plan (safe walking route);
 9. Making recommendations that enhance wellness practices consistent with the Wellness policy (G-3);
 10. Reviewing the school's Emergency Preparedness Plan annually; and,
 11. Making recommendations to school and district administrators and the local school board regarding the school and its programs, school district programs, and other issues relating to the needs of students.
 - b. Annual school plans will be submitted to the board for approval and will be made available to the school community, to the extent practicable, in a language and format that can be understood by the parents. Information about school plans and progress will be posted on the district Web site (www.slc.k12.ut.us), sent in newsletters, and shared at parent meetings.
 - c. At the conclusion of the school year, an evaluation of the school's accomplishments will be completed and results will be used to assist in the development of the next year's plan.
 - d. School Community Councils will strive to involve parents in the academic achievement of their children by integrating parental involvement strategies and activities in the school. Parents will be involved in the planning and implementation of effective parental involvement activities which improve student achievement and school performance. Activities should be evaluated for content and effectiveness to assist in efforts to achieve greater parental participation.
2. Parents will be encouraged to be actively involved in their children's education through the development of individual Student Education Plans (SEPs) or Student Education Occupation Plans (SEOPs) and attending individual parent conferences that are scheduled at least two times each year.
3. Reports of student progress will be made available to parents formally at least three times per year through a report card and/or conference and more frequently on an informal basis through varied methods including such things as graded papers, projects, and tests; notes or calls home; and/or, updated individual student on-line reports. Parents are encouraged to contact teachers regarding their student's progress and to schedule appointments at times other than conferences. If needed, a translator may be provided.

4. Schools will be expected to keep parents informed about school events, schedules, rules, and other important activities. Information will be provided to parents on a regular basis using varied formats, such as newsletters, memos, telephone calls, emails, or on-line calendars and announcements.
5. Teachers will be expected to inform parents about curriculum, classroom requirements, and expectations. Each teacher will distribute to parents and students disclosure documents at the beginning of each school year. Disclosure documents will include basic requirements for the class, standards and skills to be learned, instructional material to be used, grading practices, special rules or conditions to be met, and other appropriate information. Information, to the extent that is practical, should be in a language and format that can be understood by the parents.
6. All schools will be encouraged (Title I schools are required) to involve parents in the development of a Parent Compact (or Parent/Administrator/Student/Teacher Agreement) which outlines the responsibilities of each entity in the educational process of the school. Students benefit when all parties with whom they are involved work collaboratively for their success. In accordance with this policy, Parent Compacts act as an individual school's parent involvement policy and must be reviewed annually. Parent Compacts will be reviewed, updated, and approved annually by the School Community Council and such review will be noted in minutes of the meeting.
7. Title I schools, under federal law, have additional specific responsibilities which relate to parent communication and involvement. These include the following:
 - a. Incorporation of all school level parent involvement policy requirements as outlined in Sec. 1118 of the No Child Left Behind Act (NCLB);
 - b. Providing assistance to parents to help them understand such topics as the state's academic content and academic achievement standards;
 - c. Providing materials to assist parents in working with their children to improve achievement;
 - d. Communicating information to parents about the school and their student's progress in a timely fashion and a manner that parents can understand;
 - e. Coordinating parent involvement activities with other programs in which their student may be involved, such as Head Start, Reading First, Early Reading First, and Even Start;
 - f. Informing parents about their right to know the qualifications of the teachers and paraprofessionals working with their student;
 - g. Informing parents when their child is taught by a teacher who does not meet the highly qualified requirements under federal NCLB law; and
 - h. Informing parents when their child is selected to participate in an English language program and of their right to determine if they want their child to participate.

Approved: McKell Withers
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