

ZACHARY COMMUNITY SCHOOL DISTRICT

2026-2027 PARENT AND FAMILY ENGAGEMENT IN EDUCATION POLICY

Note: This policy is the overarching plan to our school (including Title I) policies and compacts. Parental input will be requested on the school level regarding parental involvement activities, etc. The necessary adjustments will be made to school level policies and compacts as deemed necessary.

Zachary Community School District recognizes that parent and family engagement must be a priority for children to learn and achieve academic success. Parents and families are vital partners of the educational environment throughout their children's elementary and secondary school careers. The term parent shall refer to any caregiver who assumes responsibility for nurturing and caring for children, and includes parents, grandparents, aunts, uncles, foster parents, stepparents, and others. Parental involvement is the participation of parents in regular, two-way meaningful communication involving student academic learning and other school activities. This shall include programs, services, and/or activities on the school site where parents are encouraged to be actively involved and are full partners. The Zachary Community School District will establish, develop, and maintain strategies and programs that are intended to enhance the involvement of parents and other caregivers that reflect the needs of students, parents, and families in accordance with applicable state and federal laws and regulations. As part of the parent and family engagement program, it shall be the responsibility of every school to create a welcoming environment, conducive to learning and supportive for comprehensive family involvement programs that have been developed jointly with parents and families.

DISTRICT LEVEL RESPONSIBILITIES

At the district level, the Zachary Community School District shall:

1. Involve parents and family members in the joint development and amendment of the school district's plan, which includes components of the district's parental involvement program, to be submitted to the Louisiana Department of Education. Such involvement shall include, but not be limited to, the following:

- Interact with, each school's School Improvement Team, which is actively involved with assessing needs and addressing these needs in the school;
- Give parents opportunity to make comments and/or suggestions to the district parental involvement plan;
- Requiring each school to conduct an open house
- Encouraging school based parental organizations, such as PTO, etc.

2. Provide coordination of various programs that involve parents, technical assistance, and other support necessary to assist every school in planning and implementing effective parental involvement programs and strategies.

3. Coordinate and integrate parent and family engagement programs with other programs that promote parent and family engagement.
4. Conduct and assess, with the involvement of parents, an annual evaluation/survey of the effectiveness of the components and strategies of the parental involvement program. The findings of such evaluations will be utilized to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies and procedures.
5. Distribute to parents, information about the parent and family engagement program, as well as provide proper notification to parents about specific services, as required by state or federal law. Notification shall also include, at the start of school each year, the right of parents to request and receive timely information on the professional qualifications of their children's classroom teachers.
6. Incorporate the district wide parent and family engagement policy into the LEA plan developed on the Consolidated application to LDOE, submit any parent comments on the plan,
7. To the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

SCHOOL LEVEL RESPONSIBILITIES

As part of the parent and family engagement program, the Zachary Community School District shall encourage each school and require those schools receiving federal Title I funds to do the following:

- Convene an annual meeting to which all parents and/or family members of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's educational programs and to explain components of the parent and family engagement program, and the right of parents and family members to be involved.
- Involve parents and family members in the planning, review, and improvement of parental involvement programs, the school parent and family engagement policy and the development of the school-wide plan.
- Provide parents and family members 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 level students are expected to meet;
- Provide information on school level websites to provide support to parents, families, and community members.
- Abide by all requirements for family and parent engagement set forth by the Zachary Community School District.

SHARED RESPONSIBILITIES

As part of the parent and family engagement program to build a capacity for involvement, the Zachary Community School District shall:

- Provide assistance to parents and family members of, as appropriate, in understanding such topics as the state's academic content standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training to help parents and family members work with their children to improve their children's achievement
- Ensure that information related to school and parent and family programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.
- Recognize parental activities and/or contributions outside the normal school setting that enhance student academic achievement, such as tutoring, improving attendance, and contributing and preparing school/classroom support materials and services.
- Welcome parent participation on district-wide Parent and Family Engagement Committee
- Shall provide to the extent practicable, full opportunities for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing necessary information and school reports required in a format, and to the extent practicable, in a language such parents and family members understand.
- Provide such other reasonable support for parent and family engagement activities as deemed appropriate.

PARENT AND FAMILY RESPONSIBILITIES

Zachary Community School District recognizes that a child's education begins at birth. Parents and family members play a vital role in the intellectual, social, and emotional growth of their children. In an effort to promote responsible and successful parenting skills, the Zachary Community School District would like parents to:

- Make sure children attend school regularly and arrive at school on time.
- Supervise completion of all homework assignments.
- Make sure children are dressed properly, in accordance with the uniform or dress code
- Make sure that children get adequate amounts of sleep nightly.
- Visit and discuss their child's academic progress regularly with teachers.
- Discuss academic progress and school events regularly with their child.
- Instill proper respect for parents, teachers, and other adults.
- Volunteer at school related activities to the extent feasible and appropriate.
- Attend school-sponsored programs in which their child may participate, to the extent possible.
- Join and be active in parent/teacher organization, etc.

STATEMENT OF COMPLIANCE

Each student in grades 4-12 and each parent or guardian of a student in grades 4-12, shall annually sign a Statement of Compliance, in accordance with state law.

SCHOOL-PARENT COMPACT

Each school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the state's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; volunteering services outside the normal school setting; and participating, as appropriate, in decisions relating to the education of their children, and positive use of extracurricular time.
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - Compact shall be discussed as the compact relates to the individual child's achievement.
 - Frequent reports to parents on their children's progress.
 - Reasonable access to teacher conferences/meetings

PARENTS RIGHT-TO-KNOW (TITLE I SCHOOLS)

PROFESSIONAL QUALIFICATIONS OF TEACHERS AND PARAPROFESSIONALS

In compliance with the requirements of Every Students Succeeds Act, parents may request information about the professional qualifications of your child's teacher(s) and/or paraprofessional(s). The following information may be requested:

1. Whether the student's teacher:
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - is teaching under emergency or other provisional status through which State qualifications or
 - licensing criteria have been waived; and
 - is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by a paraprofessional and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact your child's school principal.