

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**POLICY No. 910
COMMUNITY**

DISTRICTWIDE PARENT/FAMILY ENGAGEMENT

This policy has been developed by the Carson City School District in consultation with the State Board of Education, District educational personnel, local associations and organizations of parents and guardians and individual parents and guardians of children enrolled in schools in the District to meet the requirements of NRS 392.457(3) in a manner consistent with the requirements of NRS 385.635, and the Every Student Succeeds Act (ESSA) of 2015, found at 20 U.S.C. §6318.

In reference to the Carson City School District Strategic Plan, Empower Carson City 2022, the Board of Trustees believes in empowering and inspiring families to positively impact their children's education in a welcoming, informative, and collaborative school culture.

The District and its schools will incorporate the provisions of this policy into the District and the individual School Performance Plans.

The District and its schools will provide opportunities for participation in ~~our~~ activities for parents and guardians of English Learners, parents and guardians of children with disabilities and/or parents and guardians of migratory children, that provide among other things, information on student progress at least four times each year in a uniform format and offer bilingual assistance to families whose children are identified as English Learners.

The District will be governed by the statutory definition of parent/family engagement, and expects that schools within the District, including Title I schools, will carry out programs, activities and procedures in accordance with this definition:

Parent and family engagement means participation in regular, two-way, meaningful communication between parents, families and schools involving student academic learning and other school activities, and which is designed to ensure the following:

- (A) that parents, guardians and families play an integral role in assisting their children's learning;
- (B) that parents, guardians and families are encouraged to be actively involved in their children's education at school, and that there exists an atmosphere for parents, guardians and families to visit the school that their children attend and feel welcome, valued and connected to the staff of the school, other parents and families, and to the education of their children;

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- (C) that there is collaboration among parents, guardians, families, and schools to support learning by students and healthy development of students at home and school;
- (D) that parents, guardians, families and schools collaborate with the community to connect students, parents, guardians, families and schools with learning opportunities, community services and civic participation;
- (E) that parents, guardians and families are full partners in their children's education, empowered to advocate for their children and the children of other parents, guardians and families to ensure that all students are treated fairly and have access to learning opportunities that support student achievement;
- (F) that parents, guardians and families are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children, and in informing, influencing and creating strategic plans, school policies, practices and programs; and
- (G) that there is carried out the requirements of the policy adopted by the State Board of Education and the other requirements of ESSA, as set forth in 20 U.S.C. §6318.

Pursuant to NRS 392.457(4), this policy shall be reviewed annually.

NRS 392.457, NRS 385.635; 20 U.S.C. §6318

Adopted: August 12, 1986

Revised: January 22, 2008

December 23, 2014

July 25, 2017

June 25, 2019