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**SECTION:** C – General School Administration  
**POLICY TITLE:** Parent and Family Engagement  
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### 1. PURPOSE AND PHILOSOPHY

- 1.1. In compliance with School LAND Trust Program funding received, the Utah County Academy of Sciences (UCAS) (in its capacity as a both an LEA and a school) shall build the school's and parents' capacity for quality parental involvement through the ways outlined in this policy.
- 1.2. This policy is not a comprehensive list of ways parents and families can be involved.
- 1.3. UCAS believes in building consistent and meaningful communication in a language that a parent or guardian can understand among teachers, administrators, and parents.

### 2. INVOLVING PARENTS AND FAMILIES

When developing the UCAS Community Council, participation may be accomplished through bi-monthly meetings of an Advisory Committee in partnership with the UCAS Board of Trustees. The membership of the council shall include parents, grandparents, or guardians of students enrolled at the charter school and may include other members. The number of council members who are parents, grandparents, or guardians of students enrolled at the charter school shall exceed all other members combined by at least two. A parent, grandparent or guardian of a student enrolled at the school shall serve as chair or co-chair of the council that prepares a plan for the use of School LAND Trust Program money.

### 3. ADVISORY COMMITTEE RESPONSIBILITIES

- 3.1. The UCAS Community Council acts as an advisory committee to the UCAS Board of Trustees. The Board approves the use of the School Land Trust Program money.
- 3.2. Involve parents and families in the process of school review and improvement. Specifically, parents will be involved in school accreditation reviews and other program reviews (e.g. School Accreditation, Special Education and Comprehensive Counseling Guidance Plan).
- 3.3. Distribute information related to school and parent programs, meetings, and other activities in a format (and to the extent practicable) in a language parents can understand.

- 3.4. Provide parents timely information, assistance with, and materials & training regarding the following:
  - 3.4.1. Curriculum in use at the school
  - 3.4.2. Forms of academic assessment used to measure student progress
  - 3.4.3. Proficiency levels students are expected to meet
  - 3.4.4. Utah academic content standards
  - 3.4.5. The importance of parental involvement and ways parents can help improve their student's achievement.
- 3.5. Convene an annual meeting, at a convenient time, to which parents shall be invited, with the purpose of informing parents of their school's opportunities for parent participation and their right to be involved. In addition to the annual meeting, parents may schedule a time to meet with the school principal to discuss these items at a mutually convenient time.

#### **4. DETERMINATION OF PRIMARY LANGUAGE**

- 4.1. UCAS will determine within 30 (thirty) days of a student's enrollment the primary language spoken by the student and the parent or guardian of each student enrolled in the school, and if such language is not English, whether the student and parent require language assistance to communicate effectively with the school.
- 4.2. The school shall maintain an appropriate and current record of the primary language of each parent.

#### **5. LANGUAGE ASSISTIVE SERVICES**

- 5.1. UCAS will provide translation and interpretation services to students and parents who require language assistance in order to communicate effectively with their school.
- 5.2. Interpretation services will be provided during regular business hours, to parents and students who require such services in order to communicate regarding critical information about their child's education.
- 5.3. Depending upon availability, such interpretation services may be provided either at the location where the parent or student is seeking to communicate or virtually. It may also be provided digitally.
- 5.4. Interpretation shall be provided for, but not limited to, the following activities:
  - 5.4.1. impromptu and scheduled office visits or phone calls;
  - 5.4.2. enrollment or registration processes;
  - 5.4.3. the Individual Education Program (IEP) process;
  - 5.4.4. student educational and occupational planning processes;
  - 5.4.5. fee waiver processes;
  - 5.4.6. parent engagement activities;
  - 5.4.7. student disciplinary meetings;
  - 5.4.8. school community councils;

5.4.9. school board meetings; and

5.4.10. other interactions between the parents of a student learning English and educational staff.

## 6. TRANSLATION REQUIREMENTS

6.1. Translation shall be provided for, but not limited to:

6.1.1. registration or enrollment materials, including home language surveys and English learning program entrance and exit notifications;

6.1.2. report cards or other progress reports;

6.1.3. student discipline policies and procedures;

6.1.4. grievance procedures and notices of rights and nondiscrimination;

6.1.5. requests for parent permission; immunizations; and,

6.1.6. any other guidance, including guidance on when oral interpretation is preferable to written translation, to improve instruction and assistance by teachers, counselors, and administrators to a student learning English and the student's parents and family.

## 7. CRITICAL COMMUNICATION

7.1. The LEA shall identify documents which are distributed or electronically communicated to guardians containing critical information regarding their child's education, including, but not limited to:

7.1.1. registration, application, and selection;

7.1.2. standards and performance (e.g., standard text on report cards);

7.1.3. conduct, safety, and discipline;

7.1.4. special education and related services; and

7.1.5. transfers and discharges.

## 8. STUDENT SPECIFIC CRITICAL DOCUMENTS

8.1. UCAS will provide parents with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

8.1.1. health;

8.1.2. safety;

8.1.3. legal or disciplinary matters; and

8.1.4. entitlement to public education or placement in any special education, English language learner or non-standard academic program.

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### REFERENCES

UTAH CODE ANN. § 53C-1-101, et seq.

UTAH CODE ANN. § 53G-7-1206

UTAH CODE ANN. § 53D-2-201

UTAH ADMIN. CODE R277-477

UTAH ADMIN. CODE R277-468  
H.B. 302

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**FORMS**

None

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**HISTORY**

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**Approved – November 29, 2019**

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