

# Donna Independent School District

## Parent and Family Engagement Department Handbook 2021-2022



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## Parent and Family Engagement Program Overview

The goal of Donna I.S.D. is to provide each student with the best education possible and prepare students for a college education. We recognize that parents play an extremely important role in their children’s educational success. We understand that it takes a partnership between the school and the home working together to help a child succeed in achieving his or her goals. This partnership enables Donna I.S.D. to foster and support active parent engagement so that schools and parents unite and collaborate as partners in education. Through this collaboration, we fulfill the Parental Engagement requirements of the Every Student Succeeds Act of 2015.

ESSA Title I Policy clearly outlines that all Title I programs must provide *“opportunities and training for parents to become partners with the school in promoting the education of the child at school and at home; and provide information about methods parents can use at home to complement the child’s instruction.”* This communication is an extremely important component of the educational process and should be an on-going, sustained practice. Studies clearly indicate the positive impact parent engagement has on student success when parents are actively engaged in their child’s education.

In support of ESSA Policy and strong parent engagement, the Donna ISD Parent and Family Engagement Program is committed to assist schools in providing opportunities for parents to become partners in education. We invite all parents to join our team and support our efforts to educate and ensure the success of all children in our Donna community.

This manual was developed to assist campus principals and staff to understand the ESSA Parental Engagement requirements and comply with district Parent and Family Engagement initiatives and the Texas Education Agency Title I Statewide Initiative <https://www.esc16.net/page/title1swi.home>.



## Donna ISD: Parent and Family Engagement Staff

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## Parent and Family Engagement Liaison Role

The role of the Parent and Family Engagement Liaison is the promotion of parent participation and involvement in education activities provided for the children. Parent engagement is a critical part of student success. The parents of struggling students can receive resources from the district for supporting their child and services from local community organizations.

The Parent and Family Engagement Liaison plays a crucial role in the communication between the school, students, volunteers, and the community. They are the main contact between the campus and district Parent and Family Engagement Program. This means that the Parent Liaison has two different lines of communication and roles at **both** the campus and district.

### Lines of communication

- Coordination with principals and parent and family engagement program to ensure that all the requirements for workshops are met
- Communicate regularly with parents by means of a newsletter, notes, home visits, and phone calls.
- Meet parents where they are in order to build relationships with them, during pick up, drop off for students, during registration, events, etc...

### Role for the District Parent and Family Engagement Office

- Support parent meetings relevant to District Programs and Services, such as Title I, Bilingual, Migrant, Sp. Ed, GT, other school programs
- Maintain necessary documents on parent center activities, such as volunteer applications, invitations/flyers, sign-in sheets, agendas, and minutes (upload necessary documentation to the Title I Crate).
- Attend district Parent and Family Engagement Program meetings and trainings
- Prepare materials needed for district parenting session presentations
- Meet with teachers/administration and assist in making phone calls and home visits as necessary.

### Role at the Parent and Family Engagement Liaison

- Support campus events that are hosted to assist students' preparation for academic assessments
- Maintain Parent Center according to expectations in the Parent and Family Engagement Program Handbook
- Recruit and retain parent volunteers to support the school
- Conduct variety of meetings with parents and volunteers throughout the year to provide them with assignments, classes, and training (see Learn and Lead Safely Plan)
- Coordinate with campus administration to organize and assign tasks for parent volunteers
- Conduct home visits as necessary to provide parents with information on how to assist their children.
- Assists the campus administration in providing parents with individual or group sessions throughout the year as per campus needs
- Prepare materials necessary for campus parenting sessions and meetings



## Parent and Family Engagement Liaison Responsibilities



***These Parent and Family Engagement Liaison responsibilities are based on the 18 indicators for the parent educator evaluation criteria on the appraisal instrument.***

<b>1.</b>	<b>Serve as a liaison between school and home</b>
a.	Work with parent volunteers at parent centers in preparing instructional materials for teachers (see learn and Lead Plan 2.0).
b.	Work with campus staff to identify students who may need extra support and make parent contact and provide assistance to families as necessary.
<b>2.</b>	<b>Facilitate and foster a positive working environment between home and school.</b>
a.	Maintain a positive communication with parents at all times (phone calls, in person, e-mail, out in the community).
b.	Coordinate with teachers, staff, and parent volunteers in the preparation of instructional materials used in the classroom.
<b>3.</b>	<b>Make personal contacts and home visits.</b>
a.	Be visible to parents on a daily basis. Assist campus in creating a family friendly environment.
b.	Coordinate with campus staff to identify students that may benefit from a home visit and conduct parent outreach and home visits as necessary to assist families. (Keep accurate documentation of mileage and submit to the parental department on a monthly basis).
<b>4.</b>	<b>Organize materials and activities for parents/campus.</b>
a.	With the assistance of parent volunteers, assist campus administration in creating and promoting a positive campus environment (ie. Decorating parent center, hallways, cafeteria, etc.)
b.	Prepare all materials necessary for district parental sessions/meetings. (Family of Readers, monthly parental meetings, campus parental events, district-wide parental events, etc.)
<b>5.</b>	<b>Survey parents to determine needs and assess effectiveness of the program.</b>
a.	Ensure that the parent survey results are used in the Comprehensive Needs Assessment (CNA) at the end of each school year.
b.	Select parent center instructional supplies and materials as per campus needs (CNA). Coordinate with campus principal and parental department when ordering all materials for the parent center). (Follow all Title I Federal Program guidelines when ordering materials).
c.	Ensure the parent center has adequate supplies necessary to conduct parent center initiatives throughout the year.
d.	Coordinate with campus administration parent center budget to ensure enough funds are allocated for parental involvement activities.

<b>6.</b>	<b>Provide professional development and training to staff and families.</b>
a.	Provide training and information to campus staff on Title I parental requirements and strategies on how to engage parents in their child’s learning.
b.	Provide articles and websites, and other resources to campus staff on Parent and Family Engagement (Title I State Parental Initiative).
c.	Recruit parent volunteers <b>throughout the year</b> to assist teachers and campus meet instructional goals. (see Learn and Lead Plan 2.0).
d.	Prepare all materials necessary for campus parenting sessions and meetings (in person or virtual). (see Learn and Lead Plan 2.0).
<b>7.</b>	<b>Have knowledge about Title I, Part A compliance.</b>
a.	Conduct parent meetings to discuss/interpret the school program and curriculum used, Title I Part A, Parental Involvement Policy, School-Parent Compact, building capacity sessions.
b.	Provide assistance and guidance to parents of students who are struggling in school. Coordinate with other school personnel on how to better serve and assist parents.
c.	Keep accurate documentation and maintain records of all parental meetings and activities throughout the year and upload Title I information in the Title I Crate.
d.	All Title I documentation must be uploaded, as necessary, in the Title I Crate by the end of each school year. (You will NOT be cleared if this documentation is not submitted).
<b>8.</b>	<b>Engage parents to become full partners with the school by providing tips, strategies and ideas.</b>
a.	Assists the campus administration in providing parents with individual or group sessions throughout the year as per campus needs.
b.	Maintains positive communication with community agencies and provides speakers or presenters to speak to parents in a variety of topics as per campus needs.
c.	Conduct regular parent sessions in a variety of topics throughout the year to engage parents and create school-parent partnerships.
<b>9.</b>	<b>Interpret school program to parents in order to strengthen parental understanding of the individual student’s needs and the school’s role in the student’s life.</b>
a.	Meet with teachers/administration and assist in making phone calls to parents of struggling students and offer them assistance in how to help their child in school. (Keep documentation of phone logs).
b.	Assist parents as necessary to understand local and state requirements such as grades, attendance, assessments, Parent Portal, etc.
<b>10.</b>	<b>Assists in providing parents with individual and small group instruction designed to meet individual needs of students in communication skills, health habits and development of self-concept.</b>
a.	Plan/coordinate/conduct trainings for parents in areas of need for the campus. (Keep copies of sign-in sheets, agendas, and evaluation forms in the Title I Crate).
b.	Coordinate with campus staff, district staff, and community agencies to conduct regular parent sessions in a variety of topics throughout the year.
<b>11.</b>	<b>Communicate regularly with parents by means of a newsletter, notes and phone calls.</b>
a.	Send a monthly newsletter home to parents (coordinate with campus principal on this initiative). If campus already has a newsletter that is issued out to parents, ensure that parental initiatives are addressed.
b.	Make regular phone calls to parents as necessary to invite to campus and district sessions/events.
<b>12.</b>	<b>Attend all campus parental involvement meetings.</b>
a.	It is the responsibility of the parent educator to contact the principal and the parental involvement director, in advance, if unable to attend a parental event/meeting.

b.	Attend all campus parental meetings/events. <i>(If meeting is held after hours, it is your responsibility to coordinate with the campus principal and notify the parental involvement director, in writing, if you will use flex time or you will be volunteering your time). [This is needed so that we may attach it to your time card]. (If advanced communication is NOT sent to Parental Director, your time will be volunteered.)</i>
c.	Attend all district parental involvement meetings/events. <i>(If meeting is held after hours, it is your responsibility to coordinate with the campus principal and notify the parental involvement director, in writing, if you will use flex time or you will be volunteering your time). [This is needed so that we may attach it to your time card]. (If advanced communication is NOT sent to Parental Director, your time will be volunteered.)</i>
<b>13.</b>	<b>Cooperate and seek assistance from professional staff members.</b>
a.	Be a TEAM player. Collaborate and work with others in the department and at your assigned campus.
b.	Seek assistance from parental department personnel and campus staff when necessary to meet your goals. Remember to keep an open line of communication between the school and parents.
<b>14.</b>	<b>Maintain confidentiality.</b>
a.	Keep all confidential information secure at all times.
b.	GOSSIP and NEGATIVITY towards others, the school, and the department will not be tolerated at any time.
<b>15.</b>	<b>Participate in staff development training programs to improve job performance.</b>
a.	Attend all required parent liaison staff development provided by the parental department throughout the year.
b.	Attend all trainings required by the campus principal throughout the year, as required by the principal.
<b>16.</b>	<b>Participate in meetings and special events as assigned.</b>
a.	Attend all required parent educator meetings and events provided by the parental involvement director.
b.	Attend all meetings and events required by the campus principal.
<b>17.</b>	<b>Exercise professional judgment in absences; be punctual to work, meetings, and appointments.</b>
a.	Your daily attendance is needed for a successful parent center operation throughout the year. If you are going to be absent call the parental involvement director and your campus principal to notify them of your absence at least a day in advance. (If you are not able to contact an administrator, then contact the secretary).
b.	In case of an emergency or sudden illness, call director and principal to notify them of the absence in the morning before your regular work day.
c.	You are required to be punctual to work and meetings.
d.	All Parent and Family Engagement Liaisons are required to <b><u>clock-in in the morning, clock-out for lunch, clock-in from lunch, and clock-out at the end of the day using biometric clock at your regular set time.</u></b> Failure to do so will result in: verbal or written reprimand.
<b>18.</b>	<b>Perform other duties as assigned by the immediate supervisor. Must spend 85% of their day fulfilling the responsibilities defined in the job description or other duties as assigned related to parent and family engagement.</b>
a.	Your immediate supervisor is the parental involvement director. The campus principal is your supervisor at the school. It is your responsibility to communicate all parental activities/events with the district and campus administration to prevent conflicts in schedules. Remember that communication is the key to a positive working environment.





## Parent Center Expectations

(During Normal Operations)



*NOTE: (For the safety of all students and staff, volunteers are not allowed on campus as per the Learn and Lead Safely Plan 2021-2022). <https://bit.ly/38vX4Vn>*

1. Parent Centers will be maintained clean at all times.
2. Follow all safety precautions when using all equipment (ie. laminating machines, die cuts, paper cutters, etc.).
3. The parent center is primarily a "parent classroom". It must be maintained in a manner that is conducive to learning. (In the event of insufficient space for an individual parent center, the parent educator will still be expected to schedule and conduct parent meetings/sessions at the campus.)
4. Refrigerators are for parental use ONLY and must be kept clean.
5. Toddler children should not be allowed in parent centers on a regular basis because of school liabilities. However, if parents bring children to a parenting session, they must prevent them from running around the center or into the school hallways during regular class time.
6. **Principal discretion:** Parent Center will be closed whenever the parent liaison is out. (Parents should not be allowed in the center unattended by school personnel unless authorized by the campus principal, or designee).
7. **All parents must sign-in at the front office** prior to coming to the center. Use the Sign-in/out form at the parent center to account for a volunteer's time. **(provide a volunteer handbook and orientation of procedures to all volunteers).**
8. Parent Centers should be clearly identified for parents to find whenever they enter the school facility.
9. Incidents occurring on campus with volunteers or any other parent should be immediately reported to the front office and the principal.
10. Food discarded by the cafeteria is not permitted into parent centers.
11. Parent Liaisons must follow ALL campus policies and procedures set by the campus principal and expectations set by the Parent and Family Engagement Director.
12. Parent Liaisons are 100% federally funded employees. **85% of duties assigned to parent liaisons must reflect the involvement of parents.** (This is documented on the 6 month certification form).

## Protocols for Campus Visitors

(see Learn and Lead Safely 2.0 / 2021-2022 in the DISD Homepage)

<https://bit.ly/38vX4Vn>

### Protocols for Campus Visitors

To help ensure the physical safety of students and staff, Donna ISD will limit visitor access for all campuses during school hours to those deemed essential on the daily running of the campus.

- Campuses will utilize virtual meeting options to limit campus visitors when possible.
- All visitors who enter the building must wear a face covering.
- No outside food deliveries.
- Before or after school hours, visitors may participate in campus activities.

### Visitor Screening

- Visitors must have their temperature checked prior to entering (Dr. Owl is no longer necessary).
- Any Individuals permitted to proceed beyond the reception area must follow all safety and campus protocols.
- If visitors have COVID-19 symptoms, or are lab confirmed with COVID-19, they must remain off campus until they meet the criteria for re-entry.



## Title I Parent and Family Engagement Program Federal Requirements

Donna I.S.D. is a Title I district; therefore, all campuses must comply with Federal ESSA Title I requirements. Although there are numerous requirements under ESSA for districts and campuses, the following pertain to Parent and Family Engagement:

Every Student Succeeds Act (ESSA) Public Law 114-95 Section 1116, PARENT AND FAMILY ENGAGEMENT (See Title I Crate indicators).

Title I campuses that do not have a parent educator must also meet Federal ESSA requirements for parental involvement and other programs. Campuses must keep documentation of all parental involvement activities throughout the year and upload all documentation in the **Title I Crate** by the end of the school year. *All Campuses must comply with statutory federal requirements and provide documentation of these requirements as requested by the Texas Education Agency.*

## Parent and Family Engagement Liaisons

Parent and Family Engagement Liaisons play a significant role in the education of our district children. Their daily responsibilities are to promote parent participation and engagement in education activities for their children and assist each campus in addressing the needs of children who may be in need of assistance by engaging their parents in their education and empowering them with the tools needed for them to help their children succeed.

By working together, campus staff and parental department staff together can greatly assist students and families in our district. Parent educators are required to collaborate with campus staff so that parents and students can fully benefit and become successful. The goal of this partnership is not only to increase parent engagement in our schools, but to empower parents with the necessary tools to help their children access and attain a post-secondary education.

# Parent and Family Engagement Department Objectives

- Assist Donna I.S.D. students and campuses meet state standards.
- Provide support to parents of students in all populations who may need extra assistance.
- To provide a positive support for parents utilizing an outreach approach to family engagement.
- Reduce any barriers that may exist between the home and school.
- Build home to school partnerships by assisting parents of struggling students with strategies of how they can assist their child at home.
- Provide a support network for parents so they can help their children find resources to assist them with their educational needs.
- Provide assistance and targeted parent contact to better assist struggling students.

Targeted assistance includes the following:

- Parents who are **not engaged** in school related activities or are **hard to reach**.
- Student is **failing academically**: state assessment, grades, possible grade retention.
- Student exhibits **behavior** that prevents him or her from succeeding in school.
- Student exhibits **excessive absences** or attendance patterns that may affect his/her success.
- **Basic needs**: Family may be struggling and may qualify for McKinney-Vento (*may need to be identified to receive services*).

The Parental department will **provide assistance to parents** by offering the following information on services provided by the school, the district, or through community organizations:

- Parents will be invited to “Building Capacity Sessions” provided by the parental department (*Parent Learning Academies*).
- Offer Parent Portal/computer assistance to parents
- Personal invitations/phone calls to “Parent Learning Academies”
- Make home visits to parents who cannot be reached by phone.

- Conduct parent workshops at the school that can address areas of need.
- ESL/English classes (at the parent center or offer parents classes provided by Region I, ESC). <https://edu.gcfglobal.org/en/>
- GED classes (refer them to the Parental Involvement Dept./offer parents classes provided by Region I, ESC).
- Parent talks sessions at parent center on how to help their child succeed (*See Learn and Lead Safely Plan 2.0*).
- “Family of Readers” sessions (Early Literacy)
- Inform parents of social services, counseling services, other community agencies that are available to them and provide them with contact information.
- Provide parents with teacher’s conference schedule and available times for teacher conferences.
- Offer opportunities for parents to volunteer at the school (*once schools open to volunteers*) (*See Learn and Lead Safely Plan 2.0*).

***Parent Virtual Workshops:*** (see Learn and Lead Safely 2.0)

1. Parent Liaisons will set up parent workshops on how to help children at home. These workshops can be conducted at the campus level and coordinated by parent educators with teachers, campus administrators, district administration, and community agencies. Parent educators will invite parents to attend workshops/parent sessions. (See Learn and Lead Safely Plan 2.0) (phone calls, e-mails, social media, webpage, Class Dojo, mailed invitations, and home visits will be used to invite parents).
  - Workshops will be coordinated with the Parental Involvement Department.
  - Other workshops can be coordinated at the campus level by campus staff that can assist parents and students.
  - Workshops/sessions can be conducted by parent educators, campus staff, district staff, or community agencies.

## **Examples Parent Workshop Topics: (See Learn and Lead Safely Plan).**

- **STAAR/EOC state expectations**
  - *Meeting conducted by campus administrator, teachers.*
  - *Help parents understand state assessment requirements.*
  - *Provide parents with their child's test results/information.*
  - *Provide parents with strategies to assist their children understand the requirements of the state assessments.*
- **Curriculum explanation**
  - *Help parents understand the curriculum that is used to teach their children.*
  - *Help parents understand the campus expectations for student learning (school-parent compact).*
  - *Provide parents with the School-Parent Compact and review the responsibilities of the school, parents, and students regarding academics and attendance.*
  - *Provide parents with Title I information/Parent's Rights*
  - *Explain to parents how they can be involved at school and provide them with volunteer opportunities.*
  - *Provide parents with strategies to assist their children*
- **Coping with stress and test anxiety (campus /district)**
  - *These sessions can be done by parent liaisons, teachers, counselors, or a community agency.*
  - *Help parents understand how to help their children cope with test anxiety and stress associated with the state assessment.*
- **Attendance and truancy effects on student learning (teacher/administrators/counselors)**
  - *Provide parents with an overview of the state attendance requirements.*
  - *Provide parents with the School-Parent Compact and review the responsibilities of the school, parents, and students regarding academics and attendance.*
  - *Provide parents with their child's attendance record and discuss ways to assist the family improve the child's attendance.*
  - *Offer volunteer opportunities for parents (see Learn and Lead Safely 2.0).*

- **Importance of a higher education - High school and beyond (campus/district)**
  - Create a college-going culture so that parents can relay the same message to their children at home.
  - Provide parents with information on higher education for their children.
  - Invite high school “Go Center” counselors to speak to parents about early college planning.
- **Financial Literacy**
  - Provide parents with workshops on financial planning for the future.
  - Invite guest speakers from local banks to speak to parents about managing a checking account, savings account, budget planning, etc.
- **Behavior management strategies (campus/district)**
  - Invite counselors, Police Dept., and community agencies to provide a workshop for parents on behavior management strategies.
  - Provide parents with brochures and information on behavior management strategies.
- **Bullying and cyberbullying (campus/district)**
  - Invite counselors, Police Dept., and community agencies to provide a workshop for parents on bullying and cyber-bullying.
  - Provide parents with brochures and information on bullying and cyber-bullying.
- **Gangs/Violence workshops**
  - Invite counselors, Police Dept., and community agencies to provide a workshop for parents on gangs/violence prevention and the effects on children and education.
  - Provide parents with brochures and information on gangs/violence prevention.
- **Reading/Writing, Math, Science workshops (campus/district)**
  - Provide parents information on how to access their child’s grades and attendance (Parent Portal).
  - Provide parents with workshops on how to help their child in areas they may be struggling with.



- Provide “Family of Reader’s” sessions for parents of children who may be struggling with reading at the early elementary grades. (Make and take sessions/activities)
- Provide parents with math strategies on how they can assist their child at home. (Make and take sessions/ games/ activities.)
- **Health and nutrition workshops**
  - Invite district speakers and community agencies to provide a workshop for parents on nutrition and healthy eating habits (Texas A&M Extension Center Agri-Life, MHP Salud, etc.)
  - Provide information for parents on the effects of good nutrition and learning.
  - Provide parents with information and access to “Choosemyplate.gov” website.

**Individual Parent conferences-**

- Parent liaisons will assist teachers in contacting parents of selected students to assist them in meeting student needs. Parent outreach strategies will be utilized to engage parents.



## Parent Communication Log



Date:	Student:		Comments:
<input checked="" type="checkbox"/> Check One:	Teacher:	Grade:	
<input type="checkbox"/> Phone			
<input type="checkbox"/> Note			
<input type="checkbox"/> Letter	Parent/Guardian:		
<input type="checkbox"/> Home Visit			
<input type="checkbox"/> Conference	Phone:		
Date:	Student:		Comments:
<input checked="" type="checkbox"/> Check One:	Teacher:	Grade:	
<input type="checkbox"/> Phone			
<input type="checkbox"/> Note			
<input type="checkbox"/> Letter	Parent/Guardian:		
<input type="checkbox"/> Home Visit			
<input type="checkbox"/> Conference	Phone:		
Date:	Student:		Comments:
<input checked="" type="checkbox"/> Check One:	Teacher:	Grade:	
<input type="checkbox"/> Phone			
<input type="checkbox"/> Note			
<input type="checkbox"/> Letter	Parent/Guardian:		
<input type="checkbox"/> Home Visit			
<input type="checkbox"/> Conference	Phone:		
Date:	Student:		Comments:
<input checked="" type="checkbox"/> Check One:	Teacher:	Grade:	
<input type="checkbox"/> Phone			
<input type="checkbox"/> Note			
<input type="checkbox"/> Letter	Parent/Guardian:		
<input type="checkbox"/> Home Visit			
<input type="checkbox"/> Conference	Phone:		

## Family of Readers” Parent Workshops

Parent sessions are held throughout the year on “*Family of Readers*” *parent training* modules *for reading*. (*Taller de Lectura para Familias*). Campus parent educators will be paired up to provide these trainings to parents with children who are emergent readers and those who are struggling readers. **Trainings are to be scheduled and planned by the parent educator teams. Parents will be notified in advance of the scheduled trainings.**

*Family of Readers*® is Reading Is Fundamental’s (RIF) early literacy program that supports children’s emergent literacy skills through training and resources for parents and caregivers. *Family of Readers*® includes six workshops that cover important topics in early literacy development, and uses children’s literature to actively engage parents and caregivers and illustrates literacy development concepts.

Workshop content is based on early literacy research and developmentally appropriate practices, and covers the following:

- Workshop 1 --- Growing Readers-Language and Literacy Development Overview
- Workshop 2 --- Linking Language and Reading
- Workshop 3 --- Choosing Good Books
- Workshop 4 --- Reading Aloud
- Workshop 5 --- Writing from the Start
- Workshop 6 --- Supporting Language and Literacy Every Day – Pulling It All Together



## OTHER PARENTAL DEPARTMENT INITIATIVES

### Adult Education Classes (GED & ESL)

Donna I.S.D. offers GED and ESL classes for adults in the Donna Community. These classes offer parents an opportunity to attain the language skills necessary and provide them with the skills and education to assist them transition into the workforce. These programs are offered through a collaborative agreement between Donna I.S.D. and Region I, ESC.



## Move Ahead with Adult Ed

Texas Adult Education & Literacy



CHANGE YOUR LIFE!

The Region One Education Service Center Office of Adult Education offers a variety of instructional programs to help adult students acquire the skills and knowledge needed to be productive workers, family members and citizens in the United States. Programs offered include:

- [English as a Second Language](#) for individuals who want or need to learn English
- Texas Certificate of [High School Equivalency preparation classes](#) for individuals who have not earned a high school diploma
- [English Literacy and Civics Education](#) to provide English Language Learners instruction on the rights and responsibilities of citizenship and civic participation
- [Career Pathway Opportunities](#) to prepare individuals to be successful in post-secondary education and/ or training to enter or advance within a specific occupation

**Free Online Classes Available throughout  
Hidalgo, Starr, and Willacy Counties**

How to Register for Classes:

By Phone: (956) 984-6026; (956) 984-6280; or (956) 984-6270

Online: <https://apps.esc1.net/adultedwaitlist/>

Follow us on Twitter: <https://twitter.com/esc1adulted?lang=en>

Like us on Facebook: <https://www.facebook.com/RegionOneAdultEd/>

Website: <https://www.esc1.net/Page/182>



Equal Opportunity Employer/Program. Auxiliary aids and services are available upon request to individuals with disabilities. TWC accepts calls made through any relay service provider. [TexasRelay.org](http://TexasRelay.org)

This project is wholly funded with Federal workforce development funds.

## Empowering Parents for Success (Parenting skills training for the success of children)

1. **Raising Highly Capable Kids** is a 13-week curriculum that is based on the Search Institute's 40 Developmental Assets. Search Institute has undertaken decades of research with more than 5 million children and found that there are 40 building blocks every child needs to grow and mature. And the more of these Assets a child has in his/her life, the more likely he/she is to engage in healthy behaviors while veering away from those that are unhealthy. This curriculum will be implemented virtually with parents. Parent Liaisons will be paired (2 per team) to plan, prepare, and conduct virtual parent workshops utilizing the Raising Highly Capable Kids curriculum.
2. **PAX Tools Community Sessions** – Pax Tools is a collection of evidence-based, trauma-informed strategies to improve cooperation and self-regulation with youth. Pax Tools draws on decades of science to create a nurturing environment that ultimately helps kids thrive.
3. **Other Resources** for parents are located in the Parental Department Homepage found on the Donna ISD Website. The following link will navigate you to the site:  
<https://tx50000621.schoolwires.net/Page/1573>

## APPENDIX - FORMS

# Scheduled Meetings/Trainings

## Parent and Family Engagement Department

### 2021 - 2022 Meetings Calendar

August '21						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September '21						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December '21						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January '22						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '22						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March '22						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '22						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May '22						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June '22						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July '22						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

-  Community Walks
-  Parent and Family Learning Academy
-  Technology Thursdays
-  Staff Work Day
-  Holidays/Spring Break (Non Work Days)



School Calendar Template © calendarlabs.com

# Parent and Family Learning



**FREE PARENT WORKSHOPS FOR ALL DISD PARENTS WILL PROVIDE YOU WITH INFORMATION AND RESOURCES TO HELP YOUR FAMILY!**

**THESE MEETINGS WILL BE PRESENTED IN BILINGUAL**

Date: Friday, September 17, 2021  
Time: 3:30 p.m.-4:30 p.m.  
Location: via ZOOM /TBA

Date: Wednesday, February 16, 2022  
Time: 3:30 p.m.-4:30 p.m.  
Location: via ZOOM/TBA

Date: Tuesday, October 12, 2021  
Time: 3:30 p.m.-4:30 p.m.  
Location: via ZOOM/TBA

Date: Friday, March 25, 2022  
Time: 3:30 p.m.-4:30 p.m.  
Location: via ZOOM/TBA

Date: Friday, November 12, 2021  
Time: 3:30 p.m.-4:30 p.m.  
Location: via ZOOM/TBA

Date: Wednesday, April 20, 2022  
Time: 3:30 p.m.-4:30 p.m.  
Location: via ZOOM/TBA

Date: Tuesday, December 14, 2021  
Time: 3:30 p.m.-4:30 p.m.  
Location: via ZOOM

Date: Friday, May 20, 2022  
Time: 3:30 p.m.-4:30 p.m.  
Location: via ZOOM

Date: Friday, January 21, 2022  
Time: 3:30 p.m.-4:30 p.m.  
Location: via ZOOM/TBA



**FOR MORE INFORMATION : Call the Campus Parent Center at (956) \_\_\_\_\_ or the Parent and Family Engagement Dept. at (956) 461-4231.**



# Title I, Part A - Building Capacity for Parent Engagement

<https://www.esc16.net/upload/page/0368/1Building%20Capacity%20one-page%20with%20copyright.pdf>

## Building Capacity

Public Law 114-95, Section 1116 (e)(1-14)  
*Building Capacity for Involvement*

*"To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve academic achievement, each school and LEA shall provide various services and trainings."*



### A district and school **MUST**:

- Provide assistance to parents to understand the State's academic standards, the State and local assessment standards, and how to work with educators to improve their child's achievement
- Provide materials and training to help parents work with their child, such as literacy and technology training
- Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents as equal partners
- In so far as it is feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs
- Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand
- Provide reasonable support for family engagement activities

### A district and school **MAY**:

- Involve parents in the development of training for teachers, principals, and other school staff
- Provide necessary literacy training using funds from this program if the LEA has exhausted other fund options
- Pay reasonable and necessary expenses including transportation and child-care costs to maintain parent participation in school-related meetings and trainings
- Train parents to enhance the involvement of other parents
- Arrange school meetings at a variety of times, and conduct in-home conferences
- Adopt and implement model approaches to improving parent and family engagement
- Establish a districtwide parent advisory council (required for Migrant program and their families) to provide advice regarding the parental involvement program
- Develop appropriate roles for community-based organizations and businesses in parent involvement activities

### Resources:

- *Building Capacity Requirements*  
<http://tinyurl.com/y9cyypuh>
- *Constructing a Parent Engagement Program to Build Parent Capacity*  
<http://tinyurl.com/y9vokhpy>

Title I Statewide Family and  
Community Engagement Initiative  
at Region 16 Education Service Center  
Funded by Texas Education Agency



[www.esc16.net](http://www.esc16.net)

# **Title I, Part A**

## **Building Capacity for Parental Involvement**

### **P.L. 114-95, Section 1116, (e)(1-14)**

#### **Each LEA and School Shall Provide –**

1. **Program Information for Parents** – Each LEA and school shall provide assistance to parents of participating Title I children in understanding such topics as the challenging state academic standards, State and local academic assessments, the requirements of Title I, Part A, and how to monitor their children’s progress and work with educators to improve their achievement.
2. **Materials and Training** – Each LEA and school shall provide materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), to help parents work with their children to improve achievement.
3. **Educate Educators** – Each LEA and school shall educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.
4. **Coordination with other Programs** – Each LEA and school shall, “to the extent feasible and appropriate,” coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public pre-school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
5. **Understandable Communication** – Each LEA and school shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
6. **Other Required Activities** – Each LEA and school shall provide such other reasonable support for parental involvement activities as parents may request.

#### **Each LEA and School May Provide –**

1. **Input on Professional Development** – Each LEA and school may involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
2. **Literacy Training** – Each LEA and school may provide necessary literacy training for parents with Title I, Part A funds if the LEA has exhausted all other reasonably available sources of funding.
3. **Parents’ Expenses** – Each LEA and school may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
4. **Parents Reaching Out to Parents** – Each LEA and school may train parents to enhance the involvement of other parents.
5. **Convenient School Meetings** – Each LEA and school may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
6. **Model Approaches** – Each LEA and school may adopt and implement model approaches to improving parental involvement.
7. **Districtwide Parent Council** – Each LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
8. **Community Involvement** – Each LEA and school may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

# Title I Part A Meeting Requirements

The Title I Part A, Annual Meeting is a requirement for all Title I campuses. Title I activities include: two Title I Part A meetings (minimum), conferences to distribute and explain the school-parent compact to all families (required at the elementary level), disseminate and explain the district and campus school report card to parents, conduct an evaluation of the campus parent involvement policy (use the evaluation tool provided by TEA), conduct a comprehensive needs assessment (CNA) and review and revise the campus improvement plan (CIP). Make sure you include parents in your committees when reviewing, revising, or creating the school-parent compact and the parent involvement policy.

*Below is a timeline (roadmap) created by the Texas Education Agency to serve as a guide when planning Title I activities:*



## Statewide Parent and Family Engagement Initiative Publications

LINK to Region 16 - [https://www.esc16.net/page/title1swi.3\\_publications2](https://www.esc16.net/page/title1swi.3_publications2)

**These publications are provided by the Texas Education Agency and are useful tools in planning Title I and Parent and Family Engagement activities and requirements.**

➤ **An Administrator's Checklist To ESSA**

By: Statewide Parent and Family Engagement Initiative

➤ **An Administrator's Guide To ESSA - Every Student Succeeds Act**

By: Statewide Parent and Family Engagement Initiative

➤ **Developing A Written Parent and Family Engagement Policy**

By: Statewide Parent and Family Engagement Initiative

➤ **Five Steps To Success For Developing School-Parent Compacts**

By: Statewide Parent and Family Engagement Initiative

➤ **Title I, Part A Parent and Family Engagement Handbook**

By: Statewide Parent and Family Engagement Initiative

➤ **Title I, Part A Schoolwide Programs**

By: Statewide Parent and Family Engagement Initiative



## PARENTAL INVOLVEMENT POLICIES

The following pages are policies and federal requirements regarding parental involvement in schools they include:

EG (regulation) – Curriculum Development

GE (local) – Relations with Parent Organizations

GKA (local) – Community Relations – Conduct on School Premises

GKC (local) – Community Relations – Visitors to the Schools

## Curriculum Development - EG (R)

### MISSION

Donna ISD ensures academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

### CURRICULUM DEVELOPMENT AND REVIEW

The Board recognizes the need for and value of a systematic, ongoing program of curriculum development and evaluation. The design and implementation of the curriculum shall be consistent with the Board's adopted mission and applicable goals, state law, and State Board of Education rules. The Board deems it essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instruction and programmatic efforts in the District in order to meet changing needs. Technology shall be fully integrated into the curriculum and instruction. An environment to support curriculum delivery shall be created and maintained by all functions of the organization.

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from a set of curriculum standards common to all students. There shall be equitable access to the curriculum for all students. Curriculum should be sufficiently flexible to meet changing needs and give direction and guidance to the teacher.

### CURRICULUM PHILOSOPHY

Donna ISD's primary role is to prepare students to be successful in college and/or career. To do so, we provide differentiated, quality instruction in essential knowledge and skills via a framework that emphasizes rigor and relevance. Donna ISD promotes the respectful relationships and cultural validation that will give students ownership of their own learning. As a result, students gain a broader, global understanding of their life options, so that equipped with academic knowledge and real-world skills, they can become productive, confident and fulfilled members of our community.

CURRICULUM DEVELOPMENT  
EG (R)

**CURRICULUM GUIDES** Curriculum guides shall be developed, reviewed periodically, and revised as needed by curriculum writing teams. They shall reflect the state standards and the suggested methodologies and materials for all levels of instruction. It is intended to allow individual teachers instructional flexibility while ensuring an unbiased and unprejudiced presentation of information.

**CURRICULUM DELIVERY** The District curriculum shall be available electronically to teachers. The curriculum will have limited-use restrictions; therefore, no District employee shall share District curriculum with anyone outside the District without written permission of the Chief Academic Officer.

**THE WRITTEN CURRICULUM** The written curriculum is designed to provide teachers and students with state and local expectations of what students are to learn.

The Board expects that learning will be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of vertically and horizontally-aligned knowledge and skills.

The curriculum shall incorporate best teaching practices to ensure growth and development of learners, and it shall comply with Texas law and State Board of Education rules and regulations.

The focus of the curriculum shall ensure:

1. Emphasis on reading and writing at grade level.
2. Mastery of skills required by the Texas Essential Knowledge and Skills (TEKS).
3. Objectives derived from state, national, and local assessments
4. Inclusion of tools to support the needs of diverse learners in all content areas.

CURRICULUM DEVELOPMENT  
EG (R)

THE TAUGHT  
CURRICULUM

The teaching of the curriculum shall be aligned with the written curriculum and the tested curriculum in order to bring about a high degree of consistency.

All instruction, including modifications for special populations, shall include the necessary accommodations for students to succeed.

In addition to the consistent delivery of the objectives in the curriculum, instruction shall be based on effective teaching principles and professional development grounded in scientifically-based educational research or evidence-based practice. Instructional supervision efforts shall focus on these effective teaching principles.

This systematic process shall include:

1. Establishing a school culture that continually affirms the worth and respects the diversity of all students.
2. Expecting that all students perform at high academic levels of rigor.
3. Ensuring that all students experience opportunities for personal and academic success.
4. Varying the pace of instruction according to the needs of each student and the complexity of the task.
5. Ensuring all staff and students take responsibility for successful learning.
6. Assessing current student skills or learning for instructional placement.
7. Analyzing the content of each learning objective so that instructional strategies align to the written and tested curriculum.
8. Sequencing tasks into a continuum of learning skills to maximize the effectiveness of instructional delivery.
9. Assessing student mastery of the objectives to determine the need for advancement to a new instructional objective or the need to extend, enrich, or differentiate instruction
10. Embedding student-centered technology into all aspects of the curriculum that are aligned with academic content and student achievement standards.



CURRICULUM DEVELOPMENT  
EG (R)

THE TESTED  
CURRICULUM

The tested curriculum shall include the following components:

1. State-level assessments as required.
2. Locally developed, criterion-referenced, formative assessments for the core content areas K-12 grades
3. Performance-based assessments of critical learning objectives as is appropriate.
4. Norm-referenced assessments

The tested curriculum shall provide data that will be used by teachers, students, and administrators to measure individual progress toward mastery of student expectations, to identify general achievement trends of students, and to differentiate curriculum delivery as warranted by assessment results.

BOARD'S ROLE

Board shall:

1. Adopt policies to direct and support ongoing curriculum development and evaluation.
2. Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum.
3. Communicate to its constituents the Board's curricular expectations.

SUPERINTENDENT'S  
ROLE

Superintendent shall:

1. Implement Board policies related to curriculum.
2. Recommend a budget to support curriculum design and delivery.
3. Direct, through appropriate staff and administrative personnel, the development and maintenance of a curriculum which supports the following principles:
  - All students can learn
  - The goal of the school system is to improve the community and produce responsible, well-educated students that are college and / or career ready.
  - All students will be provided with the tools & resources necessary to achieve academic success.
  - All students shall master the state standards along with fundamentals of education, develop basic skills, and acquire marketable skills.

CURRICULUM DEVELOPMENT  
EG (R)

ACADEMIC  
SERVICE'S ROLE

Academic Services Staff shall:

1. Ensure a long-term plan is in place for curriculum development and implementation, revisions, program evaluation, and student assessment.
2. Implement the long-term plan and provide assistance as needed.
3. Submit a recommended budget
4. Recommend and support the technological resources necessary for implementation of curriculum and assessments.
5. Provide district-wide staff development needed to implement the curriculum.
6. Recommend materials and facilitate the design of instructional programs that deliver district curriculum effectively.
7. Support teachers and principals in their roles of delivering and monitoring curriculum and staff development.
8. Provide support for analysis and interpretation of assessment data.
9. Work with the District Level Planning and Advisory Committee to update the District Improvement Plan to support effective curriculum management.

PRINCIPAL'S ROLE

Principals shall:

1. Serve as a role model, keeping all stakeholders inspired and focused to ensure student success.
2. Serve as the instructional leader of the campus who observes and monitors classes to ensure effective use of curriculum and high quality instruction, including integrations of technology, prioritizing support for diverse student populations.
3. Develop an understanding and working knowledge of the curriculum content for all subjects / courses.
4. Emphasize the importance of effective formative assessments and implements data driven decision making.
5. Monitor the implementation of the written, taught, and tested curriculum through various methods including informal walk-through observations, formal classroom observations, and periodic review of lesson plans.
6. Develop, monitor, and update the Campus Improvement Plan to support effective curriculum management and instructional delivery.
7. Ensure that student achievement progress is reported regularly to parents.
8. Provide opportunities for parents and teachers to communicate student achievement progress.
9. Establish and implement a shared vision and culture of high expectation for all students.

CURRICULUM DEVELOPMENT  
EG (R)

10. Provide opportunities for teachers to collaborate, review and interpret assessment data, set goals, reflect on instructional practices, plan for continuous improvement, and share ideas and instructional strategies with colleagues.
11. Identify campus need and coordinate school and district resources to provide for the growth of all staff through professional development.
12. Ensure Professional support staff provide authentic guidance and information to all students.
13. Ensure teachers model goal-setting in the classroom that is aligned to campus & district expectations.
14. Communicate to teachers, students & parents the importance of students attending school daily.

TEACHER'S ROLE

Teachers shall:

1. Implement the Donna ISD curriculum effectively.
2. Plan classroom instruction by designing engaging lessons using the curriculum and adjusting as needed to meet student needs.
3. Communicate a clear, focused plan for daily instruction through district/campus routines.
4. Assess student mastery of curriculum objectives through formative and summative assessments.
5. Modify curriculum or instruction to ensure student access to content by utilizing appropriate instructional materials in conjunction with strategies.
6. Provide accommodations to differentiate instruction in order to meet individual student needs.
7. Provide support to all learners to ensure mastery of grade level learning objectives.
8. Participate and implement district, campus and personal staff development designed to improve classroom instruction and develop teacher leadership.
9. Communicate student's leaning strengths and needs to parents and encourage them to support learning at home.
10. Communicate to students their learning strengths and needs to assist them in goal setting in order to support their learning.
11. Ensure technology integration is evident in the lesson cycle.
12. Ensure a safe, nurturing environment that promotes student learning.
13. Communicate to student's the importance of attending school daily.

CURRICULUM DEVELOPMENT  
EG (R)

STUDENT'S ROLE

Students shall:

1. Recognize the importance of active participation in the learning and assessment.
2. Actively participate in the learning process.
3. Make positive choices and be responsible for their own learning.
4. Understand and articulate learning strengths and weaknesses.
5. Articulate the learning objectives within a required unit of study.
6. Meet or exceed learning requirements based on the district curriculum and state standards.
7. Recognize the impact behavior has on individual learning and the learning of others.
8. Set goals for individual learning and aspire to graduate from high school ready for college or career.
9. Make staff aware of personal or academic concern(s).
10. Recognized the importance of attending school daily.

PARENT'S ROLE

Parents shall:

1. Establish high expectations for their child's learning.
2. Accept and assume a shared responsibility and work collaboratively with teachers in their child's learning process.
3. Support the school in the development of academic skills.
4. Help their child to develop good study habits by providing a structured routine at home.
5. Support all school policies including, but not limited to, the discipline management plan and student handbook.
6. Be actively involved in their child's education by
  - Knowing their child's teacher(s) and maintaining regular and consistent communication;
  - Attending meetings that provide parents with information about academic events an parental trainings;
  - Attending parent/teacher conferences;
  - Monitoring their child's progress regularly;
  - Making certain that their child attends school daily and is punctual;
  - Making certain their child is prepared for learning; and
  - Helping their child develop short and long term goals

Donna ISD  
108902

CURRICULUM DEVELOPMENT  
EG (R)

CURRICULUM  
RESEARCH

Employees are encouraged to research best practices to improve quality of their performance in their assigned duties. Research Proposals shall be submitted through the proper administrative channels prior to implementation.

Outside institutions, organizations, and individuals requesting permission to conduct research projects in the District shall submit their proposal in writing to the Superintendent. Proposals shall include detailed procedures and copies of all research instruments to be used. Prior written permission must be obtained from school officials, students, and parents involved, when applicable.

A copy of the findings and conclusions of all research proposals must be submitted to the Superintendent upon the completion of the research projects.

All research conducted will comply with all Federal guidelines.

## Relations with Parent Organizations - GE (local)

Donna ISD  
108902

### RELATIONS WITH PARENT ORGANIZATIONS

GE  
(LOCAL)

#### PARENTAL INVOLVEMENT

The District shall encourage full participation and involvement of parents in the education of their children through the following activities:

1. Continuously projecting and delivering the message that parents are always welcome in the District's schools.
2. Encouraging administrators and teachers to continuously communicate with parents by means of report cards, copies of test papers, notices of concern, copies of test scores, open houses, telephone calls, the District's truant officer, and other appropriate methods. [See EIA]
3. Encouraging formation of and active participation in advisory councils and groups for the different special population programs. [See EHB and EHBA]
4. Ensuring that District and campus committees and councils have broad parent representation. [See BQA and BQB]
5. Holding public hearings for program proposals and AEIS reports.
6. Supporting the PTA and other parent/booster organizations.
7. Including in all regular Board meeting agendas a specified period of time for public comment. [See BED]
8. Allowing and encouraging administrators and teachers to involve parents in other appropriate ways.

#### SCHOOL-SUPPORT AND BOOSTER ORGANIZATIONS

District-affiliated school-support or booster organizations shall organize and function in a way that is consistent with the District's philosophy and objectives, within adopted Board policies, in accordance with applicable UIL guidelines and financial and audit regulations. [See also CFD]

#### USE OF DISTRICT FACILITIES

District-affiliated school-support or booster organizations may use District facilities with prior approval of the appropriate administrator. Other parent groups may use District facilities in accordance with policy GKD.

#### PURCHASES FOR THE SCHOOL

Before parent groups or other groups working with the school purchase equipment for the schools, including computer hardware and software, they shall notify the principal of their plans. In consultation with the Superintendent or designee, the principal shall determine the type or brand of equipment to buy to ensure compatibility with current District equipment.

DATE ISSUED: 7/22/2004  
UPDATE 73  
GE(LOCAL)-X

ADOPTED:

1 of 1

## Community Relations - Conduct on School Premises - GKA (LOCAL)

Donna ISD  
108902

COMMUNITY RELATIONS  
CONDUCT ON SCHOOL PREMISES

GKA  
(LOCAL)

Principals and other designated employees are authorized to:

1. Refuse entry onto school grounds to persons who do not have legitimate business at the school;
2. Request any unauthorized person or any person engaging in unacceptable conduct to leave the school grounds;
3. Request assistance of law enforcement officers in cases of emergency; and
4. Seek prosecution for violations of law as permitted by statute.

OFF-CAMPUS  
ACTIVITIES

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

WEAPONS  
PROHIBITED

The District prohibits the use, possession, or display of any firearm, illegal knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

EXCEPTION

No violation of this policy occurs when the use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities.

## Community Relations - Visitors to Schools - GKC (LOCAL)

Donna ISD  
108902

COMMUNITY RELATIONS  
VISITORS TO THE SCHOOLS

GKC  
(LOCAL)

The Board encourages parents and other interested parties to visit the schools. There is much to be gained by an open-door policy toward parents, making them feel welcome to visit schools, meet teachers, and see their students at work. So that only visitors who have the interest of the students and the school in mind shall be allowed to visit, the following procedures shall be followed:

1. Visitors shall report to the principal's office and inform the principal of the purpose of their visit.
2. Visitors shall be accompanied to the desired classroom and introduced to the instructor.

When possible, teacher-parent conferences shall be held during the teacher's conference period.

Exceptions to the above procedures may be made during public school week.

REGISTERED SEX  
OFFENDERS ON  
DISTRICT PREMISES

The Superintendent, working with campus administrators, shall develop and implement procedures regarding campus visitors who are identified as sex offenders. These procedures shall address:

1. Parental rights;
2. Escort by District personnel;
3. Access to common areas of the campus;
4. Access to classrooms;
5. Drop off and release of students;
6. Eligibility to serve as volunteers; and
7. Any other relevant issues.

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