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Statement of.....

**Policy and Responsibility**

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SUBJECT: PARENT/FAMILY ENGAGEMENT

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Murray City School District Board of Education regards parental engagement vital to the success of students at each school. Title I schools are committed to close the achievement gap for all students with particular attention paid to economically disadvantaged, disabled, limited English proficiency, limited literacy, or those of any racial or ethnic minority background. We are committed to engaging our parents and families by coming together, working side by side, listening, and providing regular personalized communication.

Murray City School District has taken parent input in the form of interviews and surveys from previous and ongoing comprehensive needs assessments into consideration in the development of this written policy. The policy describes both parent engagement expectations and Murray City School District’s role in involving parents, providing support for parents, coordinating parent engagement in schools, and evaluating the effectiveness of the policy in improving the academic quality of schools. The policy will be distributed to parents of participating children.

The Board recognizes that a child’s education is a responsibility shared by the school and family, and that students will achieve and maintain a higher level of performance when this cooperation is encouraged.

The Board recognizes that Title I Schools *[Section 1116, ESSA]* commit to closing the achievement gap for all students with particular attention paid to economically disadvantaged, disabled, limited English proficiency, limited literacy, or those of any racial or ethnic minority background.

To this end the Board supports the development, implementation and evaluation of a parent/family engagement program in each school.

Statutory Expectations

Murray City School District Board of Education agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the engagement of parents in all of its schools with Title I, Part A programs, consistent with *Section 1116(a)(2) of the Every Student Succeeds Act (ESSA)*. Those programs,

activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with *section 1116(a)(2)*, the school district will work with its schools to ensure that the required school-level parental engagement policies meet the requirements of *section 1116(a)(2)* of the ESSA, and each include, as a component, a school-parent compact consistent with *section 1116(a)(2)* of the ESSA.
- The school district will incorporate this district wide parental engagement policy into its Local Education Agency (LEA) plan developed under *section 1112* of the ESSA.
- In carrying out the Title I, Part A parental engagement requirements, 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 ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under *section 1112* of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Utah State Board of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

*(A) that parents play an integral role in assisting their child’s learning;*

*(B) that parents are encouraged to be actively involved in their child’s education at school;*

*(C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

## A. School Parent/Family Engagement Policy

Title I Schools will jointly develop with parents of participating children a written parental engagement policy describing the means for carrying out the requirements outlined in *[Section 1116, ESSA]*

The purpose of an effective parental engagement policy is to improve all students' academic achievement.

Each school's policy may incorporate those areas deemed necessary for success at that location. Each school's policy shall include the following:

- Ways parents will be kept informed and assisted in understanding expected academic standards at the state, district, and school levels.
- Ways parents will be provided materials and training to help them work with their children to improve achievement, such as literacy, numeracy and technology training.
- Ways educators and parents will work together, reach out, and communicate with each other in order to realize more fully the value and contributions that parental engagement adds to the success of the school.
- Ways in which appropriate coordination of parent engagement activities will take place with pre-school, before school and after school activities, or any programs in which the school may participate or assist.
- Ways in which ongoing parent input for other activities, requests, suggestions, ideas or concerns might be received.

## B. Policy Involvement

At the beginning of the school year, each school will distribute an updated parent engagement policy to patrons. The policy will be written in understandable language and, to the extent practicable, provided in a language the parents can understand. In addition, an annual meeting will be held in each Title I school to inform parents of the school's parent engagement policy and the school-parent compact. Other parent meetings will be held throughout the school year to provide parents with ongoing information, training, and materials to help them work with their children in the areas of literacy, numeracy, and technology.

Schools will hold SEPs (Student Education Plan) conferences - also known as Parent Teacher Conferences - at least twice a year. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and expected student proficiency levels will be shared with parents. Student progress will be addressed and goals will be set to further student academic achievement.

Additional ways that schools will build capacity for parent/family engagement:

- Parents and teachers will be provided with pamphlets outlining specific academic standards and benchmarks for each grade level.

- SEP conferences will be designed to disseminate information about the prior year's academic state testing as well as progress throughout the current school year.
- Planners or home communication folder as well as progress reports will be used to communicate academic performance throughout the school year.
- School websites will provide parents with Title I documents as well as information on their students' educational progress.
- Community councils will allow for communication between the community members and school personnel. (see Board Policy ADM 224).
- Schools will utilize resources for effective use of volunteers.
- Business partners and Mentoring Programs will be used as a resource.
- Schools will coordinate with Head Start and district preschools to provide services for preschool students.
- Schools will provide local preschools with information and materials to facilitate the transition into Kindergarten.
- Schools will coordinate information gathered from needs assessments to drive parent programs and instruction.
- Schools will provide important educational documents written in understandable language and, to the extent practicable, provided in a language the parents can understand.
- Parents may be used as a resource to train other parents.
- All efforts will be made to schedule school meetings and SEPs in order to maximize parental engagement and participation.

#### C. Shared Responsibility for High Academic Achievement – School-Parent Compact

##### School Responsibilities

- Schools will provide quality curriculum/instruction through the use of highly qualified staff as well as research-based materials. Ongoing professional development will take place to improve the quality of teaching.
- Schools will provide opportunities for parent engagement and volunteering
- Schools will hold SEP conferences at least twice each year. Student progress will be addressed and goals will be set to further student academic achievement.
- Schools will provide parents with progress reports on a regular basis along with newsletters and student planners or communication folders.

##### Parent Responsibilities

- Parents will participate in their student's education by monitoring student attendance, communicating through daily student planners, and participating in SEP conferences.
- Parents will monitor homework completion and mastery of standards.
- Parents will read with students, encourage students to read independently, and promote educational opportunities through school- sponsored reading programs.

- Parents will be encouraged to provide positive learning experiences for their children during extra-curricular and out-of-schooltime.
- Parents will be encouraged to volunteer in classrooms.

D. Specific attention will be given to services provided for parents with limited English proficiency, disabilities, or parents of migratory children.

#### E. Annual Review

Murray City School District will meet annually in the fall with parents, teachers, staff, and administrators to analyze and discuss data. This data includes state end of level assessment data, State Reading data, WIDA data, and LEA discipline data. We will celebrate achievements and look at areas of concern.

A survey, which includes these three specific questions/topics, will be given:

- What do you see as barriers to more meaningful parent engagement?
- Discuss needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
- What Strategies to support successful school and family interactions would benefit families?

Murray City School District will use this data to determine goals and allocate resources for our Title I schools. This helps us meet the needs of parents and families, thus closing the achievement and opportunity gap in our schools.