



## School-Level Parent and Family Engagement Policy 2024-25

### Involvement of Parents

The school-level parent and family engagement policy shall describe the means for how Murray Manor Elementary School Site school shall carry out the following requirements:

To involve and engage parents and families in the school programs, the following practices have been established

We will utilize every opportunity available to communicate with our parents regarding student achievement, school improvement, and school-wide activities. We will solicit parent involvement via classroom teachers, parent-teacher conferences, school newsletters, the school marquee, parent surveys, and phone/email communication. We will also take every effort to offer information and to solicit input in multiple languages, as required. All public convened meetings are published at the beginning of the year for all parent advisory meetings to allow ample planning time encouraging maximum parent attendance.

The school offers a flexible number of meetings, such as meetings in the morning or evening.

Our school holds meetings with parents at a variety of times. Meetings are held for School Site Council (SSC), English Learner Advisory Committee (ELAC), and PTA in the morning, after school, and/or evening. Back to School Night, PTA meetings, and family engagement events are scheduled at varying times to accommodate the needs of stakeholders. Conferences in the fall are also held throughout the day to allow for parent participation.

The school provides parents with timely information about programs at schools.

Timely information about school programs is done through weekly and/or monthly communication from teachers, support staff, and administration. Timely communication about the programs is also done through updates via telephone and email. Timely information is also shared at Back to School Night, SSC meetings, ELAC meetings, PTA meetings, and Open House. Information is posted on the school website, in the main office, and sent through the U.S. Mail, when necessary.

If requested by parents, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

There are a number of parent meetings throughout the year for individual students. Our school holds parent-teacher conferences in the fall. Parents are always welcome to set up a meeting any time with teachers, support staff, and/or administrators. We also conduct meetings for students in special programs (i.e.: IEPs, 504s, SSTs). Parents are invited to participate in making site decisions related to

the education of all students as well. Elected representatives from parent and community stakeholders work with the SSC to analyze data, monitor progress, and when necessary, make recommendations to the instructional program, both through the School Plan for Student Achievement (SPSA) and the Parent Engagement Policy.

## **Building Capacity for Involvement**

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Teachers review the curriculum and assessments used to measure student progress during Back to School Night each year. Teachers also review their curriculum overview, assessment, and grading expectations (as appropriate) in their start of the year communications and/or course syllabus. Curriculum and assessments are also reviewed during fall conferences.

The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement.

The school provide materials and resources to assist families with working with and supporting their children, including websites, parent handbooks, and schools/classroom newsletters. Additionally, the school works with the social worker to connect parents to resources in the community and provide educational classes to support parents/care-givers in helping their students achieve.

The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and 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.

The site and district collaborate to create a welcome environment on campus. The school works to Identify best communication methods for parents and families. Additionally, the school works to identify key information that parents and families need regarding topics through the use of an annual parent survey.

The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

SPSA goal 4 ties into our district LCAP Goal 2. We seek to engage students and families to ensure the skills and support necessary for social, emotion, and physical well-being.

The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Interpretation and translation services are available and used as needed to support parents. Parent liaisons are available to work with families in both Spanish and Pashto at this time.

The school provides such other reasonable support for parental involvement activities under this section as parents may request.

We utilize the data from our annual parent surveys to ensure that we are engaging in activities and strategies that the LEA and the parents/families of LMSVSD feel are appropriate and consistent with the goals of the parent and family engagement policy.

## Accessibility

In carrying out the parent and family engagement, Murray Manor Elementary School Site, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

The school works closely with the district to ensure resources are available to parents and family members to support them in engaging with their child's education.

## School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part 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. The school-parent compact shall carry out the following requirements:

Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

Our school is dedicated to establishing an atmosphere in which students, parents, and staff work together to provide a caring, safe, educational environment where all children can learn and prepare themselves to be responsible, successful members of the community. We believe that all children come to school with a desire to learn and our commitment is to see that this desire is fulfilled. We believe that education is a responsibility shared by students, staff and parents. As a partnership, we wish to acknowledge the importance of this cooperative effort in creating a successful learning environment. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

At the Parent/Teacher conferences, parents are provided a hard copy of the School-Parent Compact and resources to support parents to stay informed on student academic achievement and progress. Teachers share each individual student's academic achievement and progress with his/her parents at this time. Parents also receive information through the district and school websites, via phone and/or email, parent/teacher conferences, Family Nights, and Back to School Night.

During Parent/Teacher Conferences, specific, grade-level content standards are shared as well as each child's progress toward meeting and achieving the academic standards. We host several family engagement nights throughout the school year focusing on core subject areas. Parents are also provided necessary information on learning about the standards, assessments, and progress monitoring via ELAC

meetings, SSC meetings, the school website, the district website, and district parent trainings and meetings, including DELAC and the District Advisory Committee.

Parents are also provided with training at family engagement nights on ways to work with children to improve achievement, including information about the state assessments and online tools for practice. Our school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices to help children achieve the state's high academic standards:

Teachers will:

- provide a safe and orderly environment conducive to learning
- use research-based practices that work best for each of my students
- treat all students and parents with courtesy and respect by accepting and understanding cultural diversity
- provide information to the parent and the students on the student's progress
- help each student grow and learn to his/her fullest potential
- maintain open lines of communication with my students and parents in order to support student learning and build positive relationships

Parents will:

- ensure my child attends school daily and arrives on time
- maintain good communication with my child, my child's teacher, and the school
- help my child resolve conflicts in a helpful and safe manner
- ensure my child completes homework assignments daily
- believe that my child can and will learn
- attend and participate in school parent involvement activities

Students will:

- attend school daily, unless I am sick
- be on time and ready to learn
- do my best in work and behavior appropriately
- show kindness and respect as well as cooperate with all students and adults
- ask for help when I need it
- complete all my classwork and homework
- believe that I can learn and I will learn maintaining a growth mindset

Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.

Parents will have the opportunity to participate in yearly conferences where student progress toward grade level standards or IEP goals will be shared. The School-Parent Compact will be shared at this time.

2. Frequent reports to parents on their children's progress.

Our school also provides parents with frequent reports on their children's progress. All families are able to schedule additional conferences or meetings with staff members throughout the year.

Translators are available, as needed, for conferences and meetings such as IEPs and SSTs.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

All families have reasonable access to staff members through before and after school conferences, meetings, phone calls, and emails, and parents have opportunities to volunteer and participate in their child's class and to observe classroom activities.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

We firmly believe that strong two-way communication between families and our school is necessary for students' success. The more parents and teachers share relevant information with each other about a student, the better equipped both will be to help that student thrive. Parent-school partnerships bring a community of adults together to work toward a common goal-helping students succeed. We look forward to being your partner this year.

This policy will be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation

**Type signature here.**



**Signature of Authorized Official**

**Enter date approved.**

April 18, 2024

**Governing Board Approval Date**

California Department of Education  
April 2020