Parent and Family Engagement Policy

M.C. Williams Middle School is committed to the education of the children in our community. Parent engagement is an essential component in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for the children. M.C. Williams’ motto is transforming from good to great. It is our mission to create a community of life-long learners. It is our pledge to maintain an open line of communication from school to home and our goal is to provide ample opportunities for parental engagement throughout each school year.

**Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parent and family engagement policy agreed on by the parents that describes the requirements outlined in Title I law.**

1. **Policy Involvement**
2. **Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation under this part, and the rights of the parents to be involved;**

Our school holds an annual meeting each year to review with parents the Title I School requirements and the school’s Parent Involvement Policy.

1. **Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, or home visits, as such services relate to parental involvement;**

Parents are invited to participate in a variety of meetings and activities over the course of the school year. Open House is held in September to provide parents the opportunity to formally visit their child’s classroom to become better informed about the grade level expectations and their child’s academic progress.

Parents will be invited to participate in parent-teacher conferences to discuss their child’s progress. Teachers may receive parents in the morning, during the school day and/or afterschool to accommodate as many reciprocating parents as possible.

1. **Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parent and family engagement policy;**

Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan, School-Parent Compact, Parent and Family Engagement Policy. An organized PTO has been established in our school to create a forum for parental input and involvement. Our PTO affiliation connects our school to parental engagement resources.

1. **Provide parents of participating children timely information about programs under this part; descriptions and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels** **students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practically possible.**

Our school communicates with parents often the state’s curricular and assessment expectations, school wide requirement in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom routines pertinent to the academic success of our students. We use of variety of communicative techniques such as School Handbook, School Website, Communication Folders, Parent Link (phone call system), Parent/Teacher Conferences, IEP Meetings, PTO meetings, Individual notes/calls home, Family Fun Nights, Surveys, Open House, Meet and Greet the Teacher, Progress Reports, Report Cards, Snapshots and Benchmark test results, High Frequency Word Evaluation results, to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

1. **Shared Responsibilities For High Student Academic Achievement**

**As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part of a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.**

The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent-Teacher-Student Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is reviewed and signed by all at the beginning of each school year. The signed compact is kept by the teacher and used in student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child’s learning.

1. **Building Capacity for Engagement**

**To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part.**

1. **Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state’s academic content standards and state student academic achievement standards, state and local assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children.**

**Our school will provide for this provision as stated in the Policy Engagement and Shared Responsibilities for High Student Achievement sections of this document.**

1. **Shall provide materials and training to help parents work with their children to improve their children’ achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.**

**Our school will provide for this provision as stated in the Policy Engagement and Shared Responsibilities for High Student Achievement sections of this document.**

1. **Shall educate teachers, pupil services personnel, principals 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.**

**Faculty and staff members will be cognizant of educational research on parent involvement. Parental input will be solicited throughout the year in meetings, through surveys and during one-on-one conferences. Information derived will be utilized by the school’s Administrative Leadership Team to strengthen the ties between school and home and increase student achievement.**

1. **Shall, to the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities with community based early learning programs and conduct other activities, such as the parent center, that encourage and support parents fully with participating in the education of their children.**

**Field trips and on campus activities are plentiful throughout the year and parents are encouraged to attend these events as often as possible.**

1. **Shall ensure that information related to school and parent meetings and other activities is sent to the parents of participating children in a format and, to extent practicable, in a language parents can understand.**

**Due to the volume of paper that is sent home each year from school to home, written information is purposefully is as compact and concise as possible. M. C. Williams has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable.**

1. **In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, including providing information and school reports in a format and, to the extent practicable, in a language parents can understand.**

**Parents of all students, regardless of English proficiency, mobility, or disability, are an important part of our learning community. All parents are afforded the opportunity to be involved in their child’s school environment. For this reason, if a special need is identified that would a parent to more fully understand the educational process and the academic progress of his or her child, assistance will be provided to the parent. This type of support often comes in the form of interpreted school documents in a parent’s primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resources in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc.**