

Parent Engagement Plan - A Parent's Perspective

Objective: To be an **active partner** in my child's education by building collaborative, trusting relationships with teachers and the school.

I. Why - Active Partnership in Education

Goal: Establish a **collaborative relationship** with my child's teacher and school to support my child's academic success, well-being, and growth.

- **Benefits for My Child:**
 - Improved academic performance (Mapp, K. L. & Kuttner, P. J. (2014). *Dual Capacity-Building Framework*. U.S. Department of Education Framework Link)
 - Increased motivation and engagement in learning (Henderson, A. T. & Mapp, K. L. 2002. *A New Wave of Evidence*. SEDL)
 - Positive attitude towards school
 - Enhanced social-emotional development (Harvard Family Research Project)
- **Benefits for Me:**
 - Better understanding of my child's strengths, challenges, and progress
 - Increased confidence in supporting my child's learning
 - Stronger connection with the school community
- **Goal:** Establish a collaborative relationship with my child's teacher and school to support my child's overall well-being and success.

II. Expectations

A. Communication and Information

- **Regular Updates:**
 - Receive frequent and informative communication about school events, classroom activities, and my child's progress.
 - Access to clear and timely information about school policies, curriculum, and expectations.
- **Two-Way Communication:**

- Opportunities for open and honest communication with my child's teacher.
- Feel comfortable sharing my observations, concerns, and suggestions.
- Receive timely responses to my questions and concerns.
- **Culturally Responsive Communication:**
 - Communication that is respectful of my family's cultural and linguistic background.
 - Translated materials and interpretation services when needed. (Carnegie Corporation of New York 2021)

B. Learning at Home

- **Support and Resources:**
 - Receive guidance and resources on how to support my child's learning at home.
 - Access to workshops, training sessions, and online resources.
 - Clear expectations for homework and support in helping my child complete assignments.
- **Family Engagement Activities:**
 - Opportunities to participate in family-friendly events and activities that promote learning and connection with the school.

C. School Involvement

- **Volunteer Opportunities:**
 - Meaningful opportunities to volunteer my time and skills in the classroom or school.
- **Decision-Making:**
 - Be informed about school decisions that affect my child.
 - Have a voice in school improvement efforts through parent-teacher organizations or school site councils.
 - Inclusion of Student Voice: Invite students and families to participate in student-led conferences where the child takes an active role in presenting their learning and goals.
- **Welcoming Environment:**
 - Feel welcome and included in the school community.
 - A school climate that values diversity and respects all families. (Epstein, J. L. (2018). *School, Family, and Community Partnerships*. Routledge.)

III. My Commitments

- **Active Communication:**
 - Communicate regularly with my child's teacher.
 - Attend parent-teacher conferences and school events.
 - Respond promptly to school communications.
 - Include my child in conversations about their learning, goals, and school experiences to foster their self-advocacy.
- **Support Learning at Home:**
 - Create a supportive learning environment at home.
 - Help my child with homework and engage in learning activities together.
 - Monitor my child's progress and communicate any concerns with the teacher.
 - Engage with my child on topics of social and emotional well-being, using resources provided by the school to create a consistent supportive environment.
- **School Involvement:**
 - Participate in school events and volunteer opportunities when possible.
 - Stay informed about school policies and decisions.
 - Advocate for my child's education.

IV. Tools and Resources

- **Digital Platforms:** ClassDojo, Bloomz, Seesaw, Google Classroom
- **Communication Tools:** Email, text messaging, phone calls
- **Parent Resources:** [National PTA](#), [National Network of Partnership Schools](#), [Parent Teacher Home Visits](#)

V. Contact

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[Parent Portal](#)

[Parent and Family Engagement for Educators](#)

VI. Resources

- **Barron, C. (n.d.).** *Joining Together to Create a Bold Vision for Next Generation Family Engagement Engaging Families to Transform Education A REPORT FOR.* https://www.carnegie.org/media/filer_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent-engagement-2018.pdf
- **Dual Capacity Version, I. (2019).** *Dual Capacity.* <https://www.dualcapacity.org/whats-new-in-version-2>
- **Epstein, J. L. (2018).** *School, Family, and Community Partnerships.* Routledge.
- **Family Engagement Matters. (2022).** Flamboyant. <https://flamboyantfoundation.org/resource/family-engagement-matters/>
- **Family and Parent Engagement. (2024).** Utah.gov. <https://www.schools.utah.gov/parentfamilyengagementeducators/index>
- **Harvard Family Research Project.** *Family Involvement Makes a Difference –* <https://archive.globalfrp.org/>
- **Henderson, A. T., & Mapp, K. L. (2002).** *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.* SEDL.
- **Henderson, A. T. (2010).** *Beyond the Bake Sale.*
- **Lawrence-Lightfoot, S. (2003).** *The essential conversation: What parents and teachers can learn from each other.* Random House Pub. Group.
- **Mapp, K. L. (2003).** Having their say: Parents describe why and how they are engaged in their children's learning. *The School Community Journal*, 13(1), 35-64.
- **Mapp, K. L., & Kuttner, P. J. (2014).** *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships.* U.S. Dept. of Education.
- **Pedditz, Maria Luisa, et al.** "Teacher Satisfaction in Relationships with Students and Parents and Burnout." *Frontiers in Psychology*, vol. 12, 30 Sept. 2021, <https://doi.org/10.3389/fpsyg.2021.703130>
- **Sandler, H.-D. (1995).** *Why is parent involvement important?* <https://www.dualcapacity.org/s/h-d-and-s-model.pdf>

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