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Thornwood Family and Parent Engagement Policy

Recognizing that parent and community involvement are essential in promoting student achievement; Thornwood forms an alliance with parents in developing a home-school partnership. This is outlined in our Home/School Compact which was developed by parents, teachers and children. The instructional program, including the state guidelines for PK through 5th Grade, SBISD required assessments, and children's progress will be communicated throughout the year. Through special scheduled activities, parents will have numerous opportunities to participate and be involved in their children's learning.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents, a written parental engagement policy agree on by the parents that describes the requirements outlined in Title I law.

A. Policy Involvement

- 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend:**
 - a. Our school holds an Open House by the end of October to review with parents Title I School requirements and the school's Parent Engagement Policy.
- 2. Offer a flexible number of meetings:**
 - a. Parents and families are invited to participate in a variety of meetings and activities over the course of the school year. Meet the Teacher is held in August and Open House is held by the end of October. In October and February, parent conferences are held to inform about grade level expectations and their child's specific progress. In addition, strategies are shared to help their child practice skills at home.
- 3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs to include the school parental engagement policy:**
 - a. Parents are annually invited to participate in review and revision meetings to examine and discuss our Campus Improvement Plan and Parental Engagement Policy. The Campus Improvement Team, of which parent

representatives are members, reviews school policy in an organized, ongoing and timely way.

- 4. In a timely manner, provide parents descriptions and explanation of the curriculum, assessment, and proficiency levels students are expected to meet. As requested by parents, provide opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions related to their child's education, and respond to suggestion as soon as practically possible.**
 - a. Parent Conferences held in October and February offer one on one sessions with parents informing them of the curriculum, assessment, and their child's proficiency level. Information about the curriculum, assessment, and expected proficiency is shared in a general nature during Open House, and other Parent Evening events. To solicit parent participation and deliver information we use a variety of communication strategies: Student Handbook, Classroom Newsletter, Campus/Class Webpage, Weekly Communication Folders, School Messenger, Parent Conferences, SSC Meetings, 504 Meetings, ARD/IEP Meetings, individual notes/calls home, campus Parent Center Meetings/Activities, Orientation, Open House, and Report Cards.

B. Shared Responsibilities for High Student Academic Achievement

- 1. Each school shall jointly develop with parents this part of the home-school compact that outlines how parents, staff, and students share the responsibility for improved student academic achievement.**
 - a. A parent-teacher-student compact has been developed and is used in our school to serve 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 during parent conferences in the fall.

C. Building Capacity for Involvement -To ensure effective involvement of parents and to support a partnership to improve student academic achievement, each school and local education agency assisted under this part.

- 1. Shall provide assistance to parents, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their child.**
 - a. Our school provides for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections in this document.
- 2. Shall provide materials and training to help parents work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.**

- a. Our school provides for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections in this document.
3. **Shall educate teachers, staff, and administrators with the assistance of parents, in the value of parent contributions, and how to connect, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.**
 - a. Faculty and staff have knowledge of educational research on parent involvement. Parent input is requested throughout the year through meetings, surveys, and conferences. Information learned is used by the faculty and staff to strengthen the tie between school and home to increase student achievement.
4. **Shall, to the extent possible and appropriate, coordinate and integrate parent involvement programs and activities with community based early learning programs and conduct other activities that encourage and support parent engagement in the education of their child.**
 - a. Parents are encouraged to apply to be an approved volunteer to assist in classrooms, on study trips, in classrooms, and across the campus.
5. **Shall ensure that school and parent program information is sent to parents in a format and, to extent practicable, in a language parents can understand.**
 - a. Written information sent home is as concise and compact as possible. School correspondences are sent home in languages represented by at least 10% of our students. Oral translations of a general nature are supported through staff. Oral translations of a more technical and child specific nature are supported through a contracted agency when necessary.

D. District and Schools, to the extent practicable, shall provide full opportunities for participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children to include information and school reports in a format and language parents can understand.

1. Parents of all students, regardless of English proficiency, mobility or disability, are considered to be an important part of our learning community. All parents are given the opportunity to be involved in their child's school. Assistance is provided to parents to help them more fully understand the educational process and progress of their child through interpretation in a parent's primary language, translation at school events, meetings, and parent/teacher conferences. Parent Center resources are provided in languages represented by at least 10% of our students