

Tolar Independent School District

2020-2021

School Parent and Family Engagement Policy

Tolar Junior High



Family engagement is the mutual responsibility of families, schools, and the community to build relationships that support student learning and achievement. In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Engagement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental engagement and describes how the school will implement a number of specific parental engagement activities.

Part I. General Expectations

The School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children a School Parental Engagement Policy that the school and parents of participating children agree on.
- The School will notify parents about the School Parental Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The School will periodically update the School Parental Engagement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Engagement Policy.
- The School agrees to be governed by the following statutory definition of parental involvement, and 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. parents play an integral role in assisting their child's learning;
- B. 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.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL ENGAGEMENT POLICY COMPONENTS

The school will involve parents in the joint development and joint agreement of its School Parental Engagement Policy and its school wide plan, if applicable in an organized and timely way under section 1118(b) of the ESEA.

Activities/Strategies	Timeline
Campus Site Based Decision Making Committee (SBDM)	TBA
Title 1 Annual Parent Meeting	October 2020
Parent Back to School Information Meeting Via Zoom	July 28 th @ 6pm
Meet the Teacher Night with Parent Engagement Opportunities made available to all	Cancelled due to COVID
TJH Parent Survey	Once per year
Counselor Parent Needs Assessment	Twice per year

The school will distribute to parents of participating children and the local community, the School Parental Engagement Policy.

Activities/Strategies	Timeline
Website	Ongoing/Updated
Title 1 Parent Meeting	October 2020
Enrollment Packet	Yearly

The school will convene an annual meeting to inform parents of the following:

Activities/Strategies	Timeline
Student awards ceremonies for UIL/Academic/Attendance	At the end of the year
Calendar of events	Ongoing
Teacher Appreciation luncheons and week	Once per 6 weeks and 1 week in May
Student Day of Service	Cancelled Due to COVID
8 th grade celebration	TBD
Field Day	May 2020

The school will provide parents of participating children a description 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.

Activities/Strategies	Timeline
Website	Updated/Ongoing
Weekly SMORE distributed via group text, email, and social media	Ongoing
Letters/Phone calls home	Each grading period and as needed

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

The school will build the staff and parent’s capacity for strong parental involvement, in order to ensure effective engagement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

Activities/Strategies	Timeline
Parent instructional videos on parent portal	Ongoing/Website
Online gradebook with parent controlled alerts	Ongoing/Website
counselor news	Weekly/Email/Website
SBDM committee	5 times per year

The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

Activities/Strategies	Timeline
Parent Cafe	Once per month including Summer months

The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

Activities/Strategies	Timeline
Staff development	Ongoing
SBDM committee meetings/District SBDM	TBD
Home visits	as needed
Parent Cafe	1 time per month

The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practical, in a language the parents can understand.

Activities/Strategies	Timeline
Literature in home language, as appropriate	Ongoing
Website	Ongoing
Social media	Ongoing
Phone calls, emails, group text alerts	As needed

PART IV. BUILDING CAPACITY FOR INVOLVEMENT

The school Parental Engagement Plan may include additional discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for Engagement in the school to 32\7 support their children's academic achievement.

Activities/Strategies	Timeline
Home School Compact	BOY
Thanksgiving lunch with parents	Cancelled Due to Covid
Veterans Day Assembly	Cancelled Due to Covid
Constitution Day Assembly	Cancelled Due to Covid
Science Night	Cancelled Due to Covid
Career Day	TBD
Activity Nights (examples; Halloween and Valentines themes)	Cancelled Due to Covid
Christmas Service Projects	TBD
Fall and Spring Fine Arts Night	Cancelled Due to Covid
Parent Volunteer Meeting	Cancelled Due to Covid
Pep rallies Thursdays and Fridays during Football Season	Cancelled Due to Covid
Career Day	TBD
Classroom Parent Volunteers	Cancelled Due to Covid



SCHOOL – PARENT – STUDENT COMPACT

The School Parent Compact describes school-parent compact which is jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (*ESSA, Section 1116(d)*).

School

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards (required)
- Address the importance of communication between teachers & parents on an ongoing basis through, at a minimum;
 - 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
 - frequent reports to parents on their children's progress;
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - 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. (required) (*ESSA, Section 1116(d)(1-2)*)
- Treat each child with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of child and school
- Provide a safe, positive and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

Parent

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their child's classroom (required)
- Supporting their child's learning (required)
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time (required)
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conference
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

Student *(all school discretion to include items below)*

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time every day
- Develop a positive attitude toward school
- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Do daily work that is neat and reflects the student's best effort
- Be respectful to all school members and to school property