



SHELDON ISD DISTRICT

PARENT and FAMILY ENGAGEMENT POLICY

2023-2024

Sheldon ISD believes that parents/guardians are partners with teachers and other staff in the education of their children and that *parent and family engagement* and empowerment are essential at all levels throughout the school district.

Sheldon ISD believes that student academic achievement requires that parents have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures, and of how to monitor their children's progress and work with educators to improve the achievement of their children.

District Administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent and family engagement by:

- respecting parents as partners in the education of their children;
- valuing diversity and the need for equity in each school;
- promoting parent engagement in district leadership and decision-making;
- fostering a welcoming and responsive environment for parents;
- ensuring accountability of the staff at all levels throughout the district in working with parents as partners;
- valuing the need for partnerships within public and private entities in the Sheldon community;
- ensuring flexibility and accessibility within Central Administration operations and flexibility within district-wide processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the district and parents. (Communication will be provided in both English and Spanish. Every campus and district-wide letter issued to parents will be in both languages, including critical information on the district website and social media)

Principals, teachers and all school staff shall work in collaboration with parents and guardians by:

- respecting parents as partners in the education of their children and honoring their role as first and life-long teachers;
- valuing diversity and equity in each child's learning;
- setting high expectations for excellent customer (student/parent) service;
- expecting high student academic achievement for all students;
- promoting parent engagement in site-based leadership and decision making;
- valuing partnerships within the public and private entities within the Sheldon community;
- ensuring flexibility and accessibility within school-wide operations and flexibility within school processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the school and parents.

education by:

- taking the initiative to seek the best educational opportunities for their children;
- understanding and respecting the mission and values of the school;
- respecting teachers and supporting school staff as partners in the education of their children; • demonstrating respect for the school as a whole, including the faculty and staff; • developing jointly with the teacher, a school-parent compact for their child that outlines how the parents, the school and the student will share the responsibility for improved academic achievement;
- identifying and addressing barriers to *parent and family engagement*;
- understanding school procedures and opportunities to contribute or receive support; • participating in the development of the school parent and family engagement plan and the review and evaluation of the plan;
- utilizing two-way lines of communication between parents, school staff, and the district on the instruction, achievement and conduct of their children that builds trust
- participating in training opportunities that will include but are not limited to: strategies/reinforcing learning at home, discipline, and understanding cultural differences.
- valuing diversity and the need for equity in each child’s learning;
- participating in site-based leadership and decision making;
- volunteering in their children’s schools; and
- supporting and engaging in developing partnerships within the Sheldon community.

PART I. DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. The Sheldon Independent School District will take the following actions to involve parents in the joint development of its district-wide *parent and family engagement* plan under section 1112 of the ESEA as well as to involve parents in the process of school review and improvement under section 1116 of the ESEA:

The District-Wide Instructional Improvement Council (DWIIC), made up of district stakeholders to be appointed according to procedures approved by the Superintendent, shall be established to make recommendations regarding strategies to implement and ensure success of this policy. The council shall draft regulations to address the requirements of Section 1118 of the Every Student Succeeds Act (ESSA), which shall be reviewed annually and revised as needed. The DWIIC will meet a minimum of four (4) times each year. The council will consist of a representative of the following:

- *Professional staff from each campus*
- *Parent(s) from each campus*
- *Business Partner*
- *Community*

(For additional information regarding the guidelines for the development and responsibilities of the DWIIC, see policies at BQA and BQB.)

2. The Sheldon Independent School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective *parent and family engagement* activities to improve student academic achievement and school performance:

The district will provide qualified staff to facilitate parent workshops/training opportunities. The district will ensure that all oral/written communications will reflect the needs of the population (English/Spanish)

3. The Sheldon Independent School District will coordinate and integrate *parent and family engagement* strategies provided by the district under the following additional programs such as; Head Start, Young Learners, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs, by:

- *Conducting a yearly consultation to share Parent Training Opportunities*
- *Collaborate with the Directors of childcare centers with the Sheldon community*

4. The Sheldon Independent School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this *parent and family engagement* policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in *parent and family engagement* activities. The school district will use the findings of the evaluation about its *parent and family engagement* policy and activities to design strategies for more effective *parent and family engagement*, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

A. The DWIIC will review the following data points throughout the year as part of the evaluation process that will drive the planning process:

- *Results from the parent, student, and teacher Surveys (conducted yearly)*
- *Elements of Texas Academic Performance Report (TAPR)*
- *Data generated from District Curriculum Assessments (DCAs)*
- *Data used to develop the District Comprehensive-Needs Assessment*

B. The DWIIC will be facilitated by the Assistant Superintendent of Teaching & Learning who will involve the necessary departments to achieve the desired goals and expectations.

C. The district will issue a parent survey in the Spring to receive input from stakeholders, parents, and the community.

5. The Sheldon Independent School District will build the schools' and parent's capacity for strong *parent and family engagement*, in order to ensure effective involvement of parents and family members and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the bullet points below--

- *the State's Texas Essential Knowledge and Skills (TEKS) standards*
- *the State's assessment data as it relates to STAAR – State of Texas Assessments of Academic Readiness and EOC – End of Course exams*
- *the local district academic assessments including alternate assessments*
- *how to monitor their child's progress*
- *how to work with educators*

Each school within the district will be required to provide an annual meeting with parents to discuss the Title I, Part A requirements, school report card, Texas Academic Performance Report (TAPR), Title budgets, and expectations for achieving desired goals. The district will present in an open forum, the District Report Cards, Texas Academic Performance Report, and other pertinent data required by law.

The district will host an annual parent/community meeting to share information regarding Title Programs and how funds will be used to support district goals. Private Non-Profit entities will be invited to attend as well.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, as appropriate, to foster parent and family engagement, by implementing the following:

1. Parent Training:

These are opportunities to help parents and family members develop skills to use at home that support their children's academic efforts and social development. They provide parents with techniques and strategies, which they may utilize to improve their children's academic success and to assist their children in learning at home. Some of these activities may include:

- *Family Math Night *Science Fair*
- *Read Aloud *Storytelling Events*
- *Literacy Training *Parent Resources*
- *Using Technology * Dual Language Programs*

2. Parent Support:

▪ Home Support

When students receive additional assistance at home, it serves a number of purposes: to practice, extend, and enrich classroom learning, to develop responsibility and work habits, and to provide parents an opportunity to interact with their children and their education. Parents and family members can support the school and the child's success by helping in the following ways:

- 1. Help your child get organized.*
- 2. Agree upon a regular study time and stick to it.*
- 3. See that your child has a regular, suitable study place, with good light, plenty of room, and no distractions (TV, phone, family noise, etc.).*
- 4. Ask your child what they did at school today. Show interest in what he or she does at school.*
- 5. Contact the teacher to discuss student progress. Our goal is to help your child reach grade level standards and beyond.*

▪ Citizenship and Student Behavior

Students are to display good citizenship in the cafeteria, on the playground/all school grounds and beyond, on the bus, and in the classroom. Staff and parents should work

together to help children understand the meaning and importance of good citizenship and

how to make the right choices.

Specific rights, rules and responsibilities regarding student behavior are detailed in the Student/Parent Handbook. Each student is provided with a copy of this handbook at the beginning of the school year.

C. The school district will, with the assistance of its schools 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, in how to implement and coordinate parent programs, and how to build ties between parents and schools, by:

- *Providing Professional Development*
- *District Parent and Family Engagement Workshop/Trainings on each campus*

D. The school district will 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 practicable, in a language the parents can understand:

The staff of Sheldon ISD, with the support of Title 1, seeks to involve parents in an effective home school partnership in order to provide the best possible education for our students.

Regular Communication with Parents:

In order to build consistent, effective and timely communication between the home and school, we will provide regular communication which will include the following:

- *School Newsletters *Annual School Calendars*
- *Parent – Teacher Compact *Report Cards*
- *District Website *Special Event / Reminder Notices *Parent-Teacher Conferences *Conduct Folders*

**School Assemblies (Parents Invited) *School messenger phone system (School Messenger)*

All written communication will be provided in English and Spanish to reflect the needs of the population. The district also provides a Language Translation System allowing simultaneous interpretation during parent trainings and workshops.

PART II. DISCRETIONARY DISTRICT -WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. Parent Visitations

A wonderful way for parents to show their child they are interested in his/her life at school is to visit the classroom. The school welcomes any parent who wishes to help through the school Volunteer Program.

2. Parent and Family Members Participation

Parent and Family Engagement at the school and district level is encouraged through the following committees:

- *Parent Volunteer Program/PTO (Parent-Teacher Organization) – Plans student activities and raises funds to support the needs of the campus.*

○ *Campus Site-Based Team/District-Wide Instructional Improvement Council determines school improvement goals and prioritizes budget expenditures for some categorical programs. They will also determine how the 1% reserved Title I funds will be spent to support parent and family engagement.*

Other opportunities for participation include:

- *PALS Volunteer Program at the high school (The purpose of the program is to teach the juniors and seniors leadership skills and how to mentor their peers and younger students.)*
- *School Site Activities PTO/PTA Book Fairs*
- *Field Trips*
- *Field Day*

PART III. ADOPTION

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced through parent participation on the District Parent Advisory Committee. The group met face-to-face on April 6th, 2023 to revise the document for the 2023-2024 school year. The revised document was presented to the District-Wide Instructional Improvement Council. The council consisted of parents, teachers, campus administrators, district administrators, and paraprofessionals.

This policy was accepted and approved by the Sheldon Independent School District and members of the District-Wide Instructional Improvement Council on June 08, 2023.

The school district will post this document on the district's website, include a copy in the Parent/Student Handbook, and a copy in the foyer of the Donald Ney Administration Building in English and Spanish making it available to all parents of participating Title I, Part A children for the 2023-2024 school year.

Please note: Individual Campus Parent and Family Engagement Policies have been developed and are available on their respective webpage.

District Authorized Official:

Karen Gallow, Deputy Superintendent of Academics