

**BOOKER T. WASHINGTON**



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**MIDDLE & HIGH SCHOOL 6-12**

**Tara Harris, Principal**

**WARRIORS**

*Family and Community Engagement Plan 2025-2026*  
*Revised March 6, 2026*

**Booker T. Washington High School (BTW) Family Engagement Plan was jointly developed by parents, community and the staff to make plans, decisions, implement programs, and review initiatives which impact the quality of the education of the students. Parents were invited to the Annual Title I parent meeting and other designated meeting to agree, review and provide feedback on the plan. To maximize family involvement, BTW has established the following expectations for school level parental involvement:**

1. Act as mentors, consultants, or resource persons in the classroom or in extracurricular programs, as deemed appropriate by school administration.
2. Serve as team members or leaders of parent-teacher groups or activities.
3. Share ideas and concerns to help foster school-wide success.

**POLICY STATEMENT**

**It is the policy of BTW to maintain written guidelines which, after parental review and approval (by the administration), will ensure the following:**

1. Parents are notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.
2. The policy is made available to the local community and updated periodically to meet the changing needs of parents and the school.
3. The school has convened an annual parent meeting to inform parents about the school's parental involvement programs and rights of parents to be involved.
4. The school offers a flexible number of meetings- mornings and/or evenings.
5. Parents are involved in an organized, ongoing, and timely way in planning, review and improvement of the school parental involvement policy and joint development of the schoolwide program plan (SIP).
6. The school provides parents with timely information about school programs under ESEA section 1118.
7. The school provides a description and explanation of the curriculum the school uses, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
8. Per parent request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decision relating to the education of their children, and respond to any suggestions as soon as practically possible.

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9. A process is in place to submit parent comments on the schoolwide program (SIP) if it is not satisfactory to the parents when the school makes the plan available to the district/LEA.
10. The school will communicate its federal designation status to parents, families, and stakeholders in a timely manner through multiple methods, including written notifications, the school website, family meetings, and other district-approved communication platforms.

#### **BUILDING CAPACITY FOR INVOLVEMENT:**

1. Assistance is provided to parents in understanding topics such as the state's academic content standards, state student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve student achievement.
2. Materials and training are provided to help parents work with their children to improve their achievement: literacy training and using technology to foster parental involvement.
3. Staff are educated with the assistance of parents in the value and contribution of parents, and in working with parents; how to reach out to, communicate with, work with as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
4. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and, to extent practicable, in a language the parents can understand.
5. Provide other reasonable support for parent involvement activities per parent request.

*Local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children; including providing information and school reports in a format and, to extent practicable, in a language parents understand.*

#### **EXPECTED PARENTAL INVOLVEMENT**

**The role of the parent and guardian at BTW is very important. Classrooms at BTW are always open to parents. In addition, the following guidelines are minimal if we are to have the greatest success in the education of our students:**

1. Parents are expected to participate in workshops, conferences, and meetings in support of the students at BTW.
2. Parents are expected to be responsible for the regular and punctual attendance of (their) children and to provide written excuses for all absences and tardies.
3. Parents are expected to come to the school for parent conferences and meetings, if requested by a teacher.
4. Parents are expected to review their child(ren)'s report card each nine-week period and become acquainted with each of their child(ren)'s teachers.

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5. Parents are expected to insist that their child(ren) bring notebooks and textbooks home daily and study at least one hour each night.
6. Parent-Teacher Conferences should be arranged after school (Tuesdays, Wednesdays and/or Thursdays).