

Parent and Family Engagement Policy
LEAs and Schools need to ensure they meet the needs of their community.

2026-2027 Parent and Family Engagement (PFE) Program Policy	
What is it?	Parents and the community are key stakeholders in the educational processes of students who attend Edison Middle School. Edison Middle School's Parent and Family Engagement Policy ensures equitable participation in the planning, review, and implementation of all parent programs and activities.
Funding	As a Title I school, Edison Middle School receives federal funds to provide additional resources and services designed to improve academic achievement and provide students with opportunities to meet challenging state academic standards. Title I funds may be used, as allowable, to support: • Supplemental instructional programs and materials. • Academic interventions and student support. • Professional development for staff. • Family engagement activities and resources. • Educational materials that assist families in supporting learning at home. • Other allowable activities identified through the school improvement planning process.
Review	This Parent and Family Engagement Policy was developed with opportunities for input from parents and families of students participating in Title I, Part A programs. The policy will be reviewed annually and revised as appropriate based on the needs of students, families, and the school community.
Family Meetings	Edison will actively involve parents and families in the planning, review, and improvement of the school's Parent and Family Engagement Policy Parents and families will be provided opportunities to: • Participate in parent and family meetings, workshops, conferences, and school events. • Provide input through surveys, meetings, committees, and other feedback opportunities. • Provide input regarding the use of Title I funds designated for parent and family engagement. • Share concerns and recommendations regarding programs and services provided to students. • Serve as partners in supporting academic achievement and school improvement.

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How to Be Involved	Parent involvement is defined as any time when a parent is committed to helping their child achieve excellence in learning at home, at school, and in the community at large. Parent involvement is supported by discussion between parents and professionals and focuses on how families can leverage what they already contribute to help their children's learning at a higher level with greater interest and motivation and provide a supportive home learning environment.
Family Trainings/Activities	1. Coffee and Conversations with the Counselor and/or Principal 2. Day of Unity 3. Grade Level Awards Day 4. Red Ribbon Week 5. School Choice Fair 6. GT Expo 7. STEM Night 8. Report Card Collection Fair 9. College and Career Awareness 10. STAAR Activities 11. Parent University 12. ESL for Parents 13. Math and Literacy Nights 14. PTO Events
Curriculum	Edison will provide parents and families with information about the curriculum used at the school and how it supports student mastery of state academic standards.

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	The school's curriculum will: • Be aligned with the Texas Essential Knowledge and Skills (TEKS) and applicable district curriculum requirements. • Provide grade-level instruction in core academic subjects, including English Language Arts and Reading, Mathematics, Science, and Social Studies. • Include appropriate elective and enrichment opportunities. • Provide differentiated instruction, intervention, and academic support based on student needs. • Prepare students for success on state and local assessments and for transition to high school.
Forms of Academic Assessments	Edison MS uses multiple forms of assessment to measure student progress, identify academic needs, and guide instruction. Assessments may include: • State assessments, including the State of Texas Assessments of Academic Readiness (STAAR), as applicable. • District assessments used to measure progress toward grade-level standards. • Beginning-, middle-, and end-of-year assessments or universal screeners, when applicable. • Common assessments and curriculum-based assessments administered throughout instructional units. • Teacher-created assessments, quizzes, tests, projects, presentations, and classroom assignments. • Progress-monitoring assessments used for students receiving intervention or additional academic support. • Formative assessments, including observations, exit tickets, classwork, and other methods used to monitor understanding during instruction. • Other assessments required by the state, district, or individual student programs.
Expected Achievement Levels on Academic Assessments	Students at Edison MS are expected to demonstrate academic growth and work toward mastery of grade-level TEKS and district curriculum expectations. Student achievement will be evaluated using multiple measures, including classroom performance, grades, progress-monitoring data, district assessments, and state assessments.

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	For STAAR assessments, student performance is reported using state-established performance categories, including: • Masters Grade Level • Meets Grade Level • Approaches Grade Level • Did Not Meet Grade Level The school will communicate student performance and progress to families and provide intervention, acceleration, tutoring, or other academic support when appropriate. Parents are encouraged to communicate with teachers regarding their child’s current achievement level, areas of strength, areas requiring improvement, and strategies that can be used at home to support academic success.
Ways to Request Regular Meetings	Parents and guardians have the opportunity to request meetings regarding their child’s academic progress, attendance, behavior, social-emotional needs, interventions, programs, or other educational concerns. Parents may request a meeting by: • Contacting the student’s teacher directly. • Calling the school’s main office. • Emailing the appropriate teacher, counselor, administrator, or staff member via ParentSquare • Sending a written request to the school. Parents should provide their name, the student’s name and grade level, the reason for the meeting, preferred method of contact, and available meeting times. School staff will make reasonable efforts to respond to meeting requests in a timely manner and coordinate a mutually convenient meeting time. Meetings may be conducted in person, by telephone, or virtually when appropriate and available

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School-Parent Compact (See separate School-Parent Compact template for guidance)	The school will jointly develop a School-Parent Compact with parents, families, students, and staff. The compact will describe how the school, families, and students share responsibility for improving student achievement. The compact will outline commitments for: School Staff: Providing high-quality curriculum and instruction, maintaining effective communication, monitoring student progress, and creating a safe and supportive learning environment. Parents and Families: Supporting attendance, communicating with teachers and staff, monitoring academic progress, encouraging positive behavior and study habits, and participating in school activities when possible. Students: Attending school regularly, completing assignments, following school expectations, asking for assistance when needed, setting academic goals, and taking responsibility for their learning.
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