

Taylor High School Parent Engagement Policy

Taylor High School is committed to the education of the children in our community. Parent involvement is critical to student success at all levels of education. As parents become more involved in the school as a whole and become active members in ensuring academic progress for their students, this will also encourage students to invest more time and energy into their schooling. Taylor High School's motto is: "Once a duck, always a duck"

This expression is not only intended to be utilized within our school, but is something we hope resonates in our community. It is our mission to produce a community of life-long learners. It is our pledge to maintain a good line of communication from school to home and our goal to provide ample opportunities for parental involvement throughout each school year.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents, that shall describe the means for carrying out the requirements of ESSA section 116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

This parent engagement policy will be available on the campus website in both English and Spanish. The plan is shared and reviewed with parents in annual Title I meetings.

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, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

Our school holds meeting every year in the Fall and the Spring to review with parents Title I School requirements and the school's Parent Involvement Policy. In addition, the meeting will also discuss and review the school's improvement plan.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

Title I meetings are scheduled at flexible times to allow for maximum parent attendance. In addition, parents are invited to participate in a variety of activities over the course of the school year. These include class meetings, a Meet the Ducks athletics department event, as well as an Art Show, Choir concerts, Band activities, and Theater performances throughout the year. We also invite the community to participate in Top Flight, a THS culinary student prepared and cooked lunch regularly throughout the year. Parent resources center are provided in the counselor's office and on the front office counter year-round.

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The resources in the counselor's office also includes a computer for parents to access the TEAMS to sign up for and monitor their child's progress. Due to the hectic and varying schedules of our school family, effort will be made to provide information and opportunities to parents via links on our school website making information accessible twenty-four hours a day. Parents may also request a meeting with a teacher or group of teachers in the morning and/or afterschool to discuss any questions or concerns that may arise.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy;

Our school will annually invite parents to participate in review and revision meetings to examine and discuss our Campus Improvement Plan (CIP) and Parent Involvement Policy (PIP). The Campus Educational Improvement Committee (CEIC) discusses and reviews the CIP and PIP in an organized, ongoing, and timely manner.

4. Provide parents of participating children timely information about programs under this part; descriptions 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; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practically possible.

Our school communicates with parents the state's curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our District Handbook, School Handbook, Classroom Websites, School Website, Remind, the School Messenger All-Call system, Parent/Teacher Conferences, 504 Meetings, IEP Meetings, Booster Club Meetings, individual notes/calls home, Surveys (paper and phone), Parent Resource centers (Counselor's Office and Front Office), Mid-Term Progress Reports, Report Cards, benchmark results, school sign, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

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The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent-Teacher---Student Compact has been developed and is utilized in our school. This document serves 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 by all at the beginning of each school year. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

C. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part

1. Shall provide assistance to the parents of children served by the school or local educational agency, 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 children;

Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

2. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

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

Faculty and staff members will be cognizant of educational research on parent involvement. Parental input will be solicited throughout the year in meetings, through surveys and during one-on-one conferences. Information derived will be utilized by the school's Administrative Team and Campus Educational Improvement Committees to strengthen the tie between school and home for the purpose of increasing student achievement. Campus personnel including administration, counselors, and teachers will strive to provide a multitude of opportunities for parents to become involved in our

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school over the course of the year in order to take full advantage of the benefits that come with active parent involvement.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with community based early learning programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
5. Shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to extent practicable, in a language parents can understand.

Due to the volume of paper that is sent home each year from school to home, written information is purposefully as compact and concise as possible. Taylor High School strives to provide school correspondences whether via voice or paper in English and Spanish to ensure all information related to our school is understandable.

D. In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

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 afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school wide meetings and events when possible, making available parent resource that are in English and Spanish, and providing easier accessibility to parents and/or students with disabilities, etc.