**Parent and Family Engagement Policy**

 **Coleman Junior High School**

 **Parent and Family Engagement Policy**

 **2022-2023**

Coleman Junior High is committed to the education of the children in our community. We feel parent involvement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. Coleman Junior High School’s motto is “You Matter”. 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 lifelong learners. It is our pledge to maintain a good line of communication from school to homes 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 and distribute to parents of participating children a written Family and Parent Engagement Policy agreed on by the parents that describes the requirements outlined in Title I law.**

**A. POLICY INVOLVEMENT**

**1. *Coleman Junior High* shall 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 the Annual Title I Meeting in August of each school year to review with parents the Title I School Requirements and the Parent and Family Engagement Policy. In addition, the principal incorporates a Meet the Teacher and gives the parents an update on any new school policies or changes per grade level.

 **2. Coleman Junior High shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.**

Parents are invited to participate in a variety of meetings and activities over the course of the school year. An Open House/Meet the Teacher is held in August and again in January to provide parents the opportunity to formally visit their child’s classroom to become better informed about grade level expectations and their student’s academic progress.

A STAAR Night is offered in the fall so that parents can become familiar with the expectations for the STAAR testing, student strengths and weaknesses along familiarizing them with the computer programs that students have access to both at school and at home. Other trainings are scheduled throughout the year and are guided by parent input on surveys and vary in date and time. Childcare is offered on site for these events. In cases in which transportation is a barrier for a parent to become involved in our school, the school will link that parent to needed resources in the community.

**3. Coleman Junior High shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide/campus program plans.**

Our school annually invites parents to participate in the review and revision meetings to examine and discuss our School Improvement Plan along with the Parent and Family Engagement Policy. Our Site-Based Decision Making Committee/Campus Parental Involvement Committee has adequate representation, which means the parents represent the demographics of the school community, as well as parents of migrant students and/or special education students.

**4. Coleman Junior Highshall provide parents of participating children timely information about programs under this part; descriptions and explanations 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 such suggestions as soon as practicably possible.**

Our school communicates with parents using the state’s curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, individual classroom rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our Student Handbook, Newsletters, School Newsletters, School Website, Classroom Websites, Google Classroom, Communication Folders, Blackboard (parent link phone system), Parent/Teacher Conferences, individual notes/calls to home, surveys, parent nights, Open House, Report Cards, benchmark results, and IXL data.

The Campus Improvement Plan along with the Parent and Family Engagement Policy is discussed before school starts at Meet The Teacher/Open House. A Parent Involvement Questionnaire is also filled out by parents to solicit parent participation and input to improve parent communication and participation.

**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.**

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 School Parent 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. The signed compacts are kept by the office. 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 parents of children served by the school, as appropriate, in understanding such topics as STAAR 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 Site-Based Decision Making Team to strengthen the tie between school and home for the purpose of increasing student achievement. The school's Parent Involvement Committee, will take the lead in providing a multitude of opportunities for parents to become involved in our 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 the ACE program 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 the 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 is as compact and concise as possible. Coleman Junior High has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable. A translator assists our school with oral communication when necessary.**

**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 of 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, working with an interpreter to provide translation in parent/teacher conferences, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc**