

Southland ISD
Family & Community Engagement
Parent Engagement Policy
2021-2022

District Policy for Parent Engagement in Southland ISD

Education succeeds best when there is a strong partnership and communication between home and schools. As key players in the education of their children, parents are engaged in developing a policy which will achieve maximum effectiveness in the ties between home and school so that children will benefit from their time at school and the services provided by the Title I, Part A program. The parent engagement policy is one that is subject to change and revision in order to remain effective in meeting the needs of children who live in a constantly changing society. Parents and school personnel work together to achieve such a policy.

PARENT ENGAGEMENT POLICIES AND PRACTICES

REQUIREMENTS AND HOW ACHIEVED

1. **Requirement:** Engage parents in the joint development of the plan.
How achieved: *Notices of meetings, meeting agendas, and minutes reflect parent participation. An interpreter is provided if requested by the parent.*

2. **Requirement:** Provide coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
How achieved: *School personnel are primarily responsible for these areas. Coordination, assistance, and support is achieved by providing a location and scheduling meetings to be as convenient as possible for parents to attend by scheduling some Title I meetings at a time when parents are coming to school for other activities such as Open House, Meet the Eagles, and athletic activities.*

3. **Requirement:** Build the district's and parents' capacity for strong parental engagement.
How achieved: *The school district listens to parents' concerns and suggestions and attempts to respond to their concerns. Communication between the home and the school is vital for strong engagement, and the district provides various avenues for communication. These include weekly activity calendars, weekly emails, Parent Portal, Facebook the school marquee, and the district website. Progress reports are sent home prior to regular report cards if a student is having academic difficulties. Parents are contacted regarding any other areas where a one-on-one discussion is deemed necessary by school personnel. Parents are encouraged to phone or email their child's teacher or the principal.*

4. **Requirement:** Coordinate and integrate Title I, Part A parental engagement strategies with parental engagement strategies under other programs, such as Head Start, Reading First, Early Reading First, Parents as Teachers, and Home Instruction Program for Preschool Youngsters, and state-run preschool programs.
How achieved: *Since Southland ISD is in a rural, sparsely populated area, many programs common to large districts are not part of the school system or community, so specific coordination of such strategies is N/A. However, parents with pre-school children do attend school functions, and consequently, children are familiar with the school before enrolling in kindergarten. (Registration for kindergarten is scheduled each May as a child's first formal experience in the public-school setting.)*

5. **Requirement:** Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental engagement policy in improving the academic quality of Title I, Part A schools, including identifying barriers to greater participation by parents in Title I, Part A activities, and use the finding of such evaluation to design strategies for more effective parental engagement.

How achieved: *Parents and school personnel formulate a survey to be distributed in order to evaluate the effectiveness of the policy and to solicit ideas for improvement and/or additional activities for consideration.*

6. **Requirement:** Engage parents in the activities of Title I, Part A schools.

How achieved: *Parents are encouraged to do the following:*

- (1) Read and discuss the student handbook prior to signing and returning to school;*
- (2) Emphasize the importance of education and encourage participation in school activities;*
- (3) Stay informed about your child's activities by attending parent conferences and other parent meetings;*
- (4) Learn about the curriculum, student support services, and activities offered by the district;*
- (5) Become familiar with the academic program and review teaching materials, textbooks, and other instructional aids;*
- (6) Examine tests that your child has taken;*
- (7) Monitor your child's progress and contact teachers or principal as needed;*
- (8) Call the office to schedule appointments;*
- (9) Review your child's records when needed;*
- (10) Volunteer at school;*
- (11) Participate in parent organizations including committees that assist the Board of Trustees in formulating education goals and objectives;*
- (12) Familiarize yourself with federally funded programs such as Title I that provide important educational support services for the school;*
- (13) Attend Board meetings to learn more about the operations of the district*
- (14) Follow up on a matter not resolved administratively by presenting it to the Board for review according to policy; and*
- (15) Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs, within the guidelines of the law.*

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CAMPUS PARENT ENGAGEMENT POLICIES AND PRACTICES

REQUIREMENTS AND HOW ACHIEVED

- Requirement:** Engaging parents in the planning, review, and improvement of Title I, Part A programs
How achieved: *Parents are encouraged to attend meetings and to contribute their ideas to plan, review, and improve the Title I, Part A programs. Notices of meetings will be posted and/or sent home with students prior to the meetings and in the language of the parent. Interpreters will be provided at all meetings.*
- Requirement:** Providing parents of participating children timely information about Title I, Part A programs
How achieved: *Parents receive information regarding the Title I, Part A programs from the handbook and from meetings.*
- Requirement:** Providing a description 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.
How achieved: *The handbook provides information regarding the curriculum academic assessment, and proficiency levels. Parents are encouraged to visit with teachers and/or administrators for further explanation or clarification of any of these important areas.*