

TAYLOR INDEPENDENT SCHOOL DISTRICT

Student Residency Questionnaire

Name of Campus _____

Name of Student _____ Sex: Male
Last First Middle Female

Birth Date ____/____/____ Grade:____ Social Security #: _____
Month Day Year (or student identification number)

This questionnaire is intended to address the McKinney-Vento Act 42 U.S.C. 11435. The answers to this residency information help determine the services the student may be eligible to receive.

Is your current address a temporary living arrangement? _____ Yes _____ No

Is this temporary living arrangement due to loss of housing or economic hardship? _____ Yes _____ No

If you answered yes, how long have you been living in this arrangement: _____

**If you answered YES to the above questions, please complete the remainder of this form.
If you answered NO, you may stop here.**

Where is the student presently living ? (Check one box)

- In the home of a friend or relative because I lost my housing (examples: fire, hurricane, flood, lost job, divorce, domestic violence, kicked out by parents, parent in military and was shipped out, parent(s) in jail, etc.)
- In a shelter because I do not have permanent housing (examples: living in a family shelter, domestic violence shelter, children/youth shelter, FEMA housing)
- Moving from place to place
- In a hotel or motel (examples: because of economic hardship, eviction, cannot get deposits for permanent home, flood, fire, hurricane, etc.)
- In a tent, car, van, abandoned building, on the streets, at a campground, in the park or other unsheltered location

Name of Parent(s)/Legal Guardian(s) _____

Address _____ Zip _____ Phone _____

Presenting a false record or falsifying records is an offense under Section 37.10, Penal code, and enrollment of the child under false documents subjects the person to liability for tuition or other costs. TEC Sec. 25.002(3)(d).

Signature of Parent/Legal Guardian _____ Date _____

Please send a copy to John Matthews, Homeless Liaison at Northside Early Childhood Center

I certify the above named student qualifies for the Child Nutrition Program under the provisions of the McKinney-Vento Act.

Date

McKinney-Vento Liaison Signature

Taylor Independent School District Parent Involvement Guidelines 2009-2010

Taylor ISD is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement for our children. Neither home nor school can do the job alone.

Taylor ISD believes that parents (including those who are economically disadvantaged, have disabilities, have limited English, have limited literacy, or of any racial or ethnic minority background, or are parents of migratory children) are partners with teachers and other staff in the education of their children and that parent involvement and empowerment are essential at all levels throughout the district.

Taylor ISD also believes that student academic achievement requires that parents have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures and of how to monitor their children's progress while working with educators to improve the achievement of their children.

Central Administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent involvement by:

- Respecting parents as partners in the education of their children;
- Valuing diversity and the need for equity in each school;
- Promoting parent involvement in district leadership and decision-making;
- Fostering a welcoming and responsive environment for parents;
- Ensuring accountability of the staff at all levels throughout the district in working with parents as partners;
- Valuing the need for partnerships within public and private entities in the Taylor community;
- Ensuring flexibility and accessibility within Central Administration operations and flexibility within district-wide processes and procedures; and
- Establishing and promoting communication as a source of trust and understanding between the district and parents.

Principals, teachers and all school staff shall work in collaboration with parents and guardians by:

- Respecting parents as partners in the education of their children and honoring their role as first and life-long teachers;
- Valuing diversity and equity in each child's learning;
- Setting high expectations for excellent customer (student/parent) service;
- Expecting high student achievement for all students;
- Promoting parent involvement in site-based leadership and decision making;
- Valuing partnerships within the public and private entities within the Taylor community;

- Ensuring flexibility and accessibility within school-wide operations and flexibility within district-wide processes and procedures; and
- Establishing and promoting communication as a source of trust and understanding between the school and parents.

Parents/Guardians are asked and encouraged to be involved in their children’s learning and education by:

- Taking the initiative to seek the best educational opportunities for their children;
- Understanding and respecting the mission and values of the school;
- Respecting teachers and supporting school staff as partners in the education of their children;
- Demonstrating respect for the school as a whole, including the faculty and staff;
- Developing jointly with the teachers, a school-parent compact for their child that outlines how the parents, the school and the student will share the responsibility for improved academic achievement;
- Identifying and addressing barriers to parent involvement;
- Understanding school procedures and opportunities to contribute or receive support;
- Participating in the development of the school parent involvement plan and the review and evaluation of the plan;
- Utilizing two-way lines of communication between parents, school staff and the district on the instruction, achievement and conduct of their children;
- Participating in training opportunities that will include but are not limited to: strategies/reinforcing learning at home, discipline and understanding cultural differences;
- Valuing diversity and the need for equity in each child’s learning;
- Participating in site-based leadership and decision making;
- Volunteering in their child’s schools; and
- Supporting and engaging in developing partnerships within the Taylor Community.

Stakeholder Involvement in Developing Guidelines

The District wide Educational Improvement Council (DEIC) will serve as an Advisory Committee consisting of four parents, three members of the community, sixteen teachers, three parent liaisons, four principals, and two district administrators will meet to develop the Taylor ISD Parental Involvement Guidelines.

Annual Parent Meetings Title I Campuses

At the annual meeting for all parents, which will be held in the fall on each campus in the district, parents will be given information about the Title I guidelines. They will be given copies of the district’s current Parental Involvement Guidelines, and will be offered a chance to become involved in the revising and updating the Guidelines as needed. People may volunteer to serve on either the district-wide or the campus Advisory Committees (or both).

School Parent Compacts

As a component of the campus-level parental involvement guidelines, each Title I, Part A campus shall develop jointly with, and make available to, parents of participating children a school-parent compact that is designed to increase the sharing of responsibility between families and schools for the high performance of students.

- Parents and teachers of participating students, as well as school administrators who will be responsible for carrying out the compact, or their designated representatives, will participate in its development.
- Every parent should receive a copy of the school-parent compact from the campus his/her child is attending in a language he/she understands.
- Although signatures are not required, parents are urged to discuss the compact with their children before signing or having their children sign.

Matching Parent Involvement Programs to the Needs of the Community

Each year, the school district will assess the needs of parents and children in this community, through a variety of measures - including questionnaires sent home to parents – so that the Title I program will be tailored to meeting those needs. Workshops and other programs will be available (some for parents, some for parents and children) to match the expressed needs. Parents will be notified about these opportunities through the individual schools. Parents may call the district parent involvement office (512-365-7114) or their campus office at any time to express an interest in a particular sort of workshop or to make suggestions.

Staff/Parent Communications

Communication with parents will include newsletters, notices, phone calls, conferences, and home visits as needed. Parents are encouraged to take the initiative in calling their child's teacher when they are concerned about a problem. They may also call the school office and ask for a translator for conferences. As much as possible, notices sent home will have English on one side and Spanish on the other. Staff will be receiving training on how to improve home-school communication; some parents will be asked to participate in these training sessions.

Evaluation

There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program where parents will be asked for their input. The evaluation will include an assessment of how much parent involvement is increasing and what barriers to parental participation still need to be overcome. The school district will revise its Parental Involvement Guidelines on the basis of this annual review.

This commitment of family involvement has been approved by the Taylor ISD Board of Trustees.