

Taylor Middle School Parental Involvement Policy

Taylor Middle School is committed to educating the children of our community. Parent involvement is critical to the success of students at all levels of education. As parents become more involved in the school as a whole and become active members in ensuring their students' academic progress, this will also encourage students to invest more time and energy in their education.

This expression is not only meant to be used within our school, but is something we hope will resonate with our community. Our mission is to produce a community of lifelong learners. It is our commitment to maintain a good line of communication between home and school and our goal is to provide ample opportunities for parent involvement during each school year.

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

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

A. PARTICIPATION POLICY

1. Convene an annual meeting, at a convenient time, to which all parents of participating children will be invited and encouraged to attend, to inform parents of the school's involvement under this part. and explain the requirements of this part and the right of parents to participate;

Our school meets each year in the fall and spring to review with parents the school's Title I requirements and the school's Parental Involvement Policy. In addition, the meeting will also discuss and review the school improvement plan.

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

Parents are invited to participate in a variety of activities throughout the school year. These include athletic 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 Flight School. The Parent Resource Center is located in the counselor's office and at the front office desk throughout the year. Resources in the counselor's office also include a computer for parents to access TEAMS to sign up and monitor their child's

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progress. Due to the hectic and varied schedules of our school family, an effort will be made to provide information and opportunities to parents through 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 after school to discuss any questions or concerns that may arise.

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

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

4. Provide parents of participating children with timely information about the 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 achieve; and if parents request it, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions related to the education of their children, and to respond to any suggestions as soon as possible.

Our school communicates with parents the state's curricular and assessment expectations, school-wide requirements regarding the delivery of instruction, techniques used to assess student work, and individual classroom rituals and routines. pertinent to the academic success of our students. We use a variety of communication techniques such as our District Handbook, School Handbook, classroom websites, school website, Facebook, Twitter, 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 main office), progress reports from midterm, report cards, benchmark results, school sign, etc. to solicit parent involvement and deliver important information in hopes of creating a productive dialogue between home and school about improving student achievement.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

The education of a student is not only the responsibility of the teacher, but also of the parents and the child. For this reason, a Parent-Teacher-Student Compact has been

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developed and used at our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure student success. Everyone reviews and signs it at the beginning of each school year. These compacts are also used to encourage students and parents to become more involved in the educational process and to let parents know that they are equal partners in their children's learning.

C. BUILDING CAPACITY FOR PARTICIPATION

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

1. shall assist parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state academic content standards and state student achievement standards, state academic assessments, and the requirements of this part and how to monitor a child's progress and work with educators to improve their children's achievement;

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

2. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy and the use of technology, as appropriate, to encourage parental involvement;

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

3. Educate teachers, student services personnel, principals, and other staff, with the help of parents, in the value and usefulness of parental contributions, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and establish ties between parents and the school;

Faculty and staff members will be aware of educational research on parent involvement. Parent input will be solicited throughout the year at meetings, through surveys, and during individual conferences. The information derived will be used by the School Administrative Team and Campus Educational Improvement Committees to strengthen the link between school and home for the purpose of increasing student achievement. Campus staff, including administration, counselors, and teachers, will strive to provide a multitude of opportunities for parents to become involved in our school throughout the year in order to maximize the benefits that come with active parent participation. parents.

4. Shall, to the extent possible and appropriate, coordinate and integrate parental involvement programs and activities with community-based early learning programs

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and conduct other activities, such as parent resource centers, that encourage and support parents to participate more fully in their children's education;

5. You will 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 that the parents can understand.

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

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

Parents of all students, regardless of English proficiency, mobility, or disability, are considered an important part of our learning community. All parents have 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 more fully understand the educational process and their child's academic progress, assistance will be provided to that parent. This type of support often comes in the form of having school documents interpreted in the parent's primary language, having an interpreter on hand to translate important information at school-wide meetings and events when possible, making resources available to parents in English and Spanish, and facilitate accessibility for parents and/or students with disabilities, etc.