

**Freer LAJH
Parent Involvement Policy
2024-2025**

Parent Involvement Policy

As per Public Law 114-95, the *Every Student Succeeds Act* (ESSA), Freer High School has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful, not only in the State's academic content and academic achievement standards but also to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and parent advisory have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school.

Specifically, we have included opportunities in the following areas:

1. Development, evaluation, and revision of the parental policy
2. Purpose, evaluation and revision of the School-Parent Compact
3. Opportunities for all parents to be involved in decision-making for designing, implementing, and evaluating our school-wide program (our educational program)
4. Informational meetings, regarding our Title I, Part A participation, school-wide objectives and program plan/CIP, state assessments and proficiency expectations, and accountability measures for the school
5. Training sessions to build parents' abilities to assist their children
6. Opportunities to be advised of students' academic achievement progress in a timely manner and opportunities for discussing measures to assist students not meeting expectations
7. Opportunities to be involved in instructional activities.
8. Opportunities to be involved in designing/offering suggestions for staff development for school personnel in ways to value parents and to reach out to more parents, ensuring greater potential for staff to work with parents as equal partners.
9. Description and explanation of the curriculum in use, local assessments to measure student progress, and the proficiency level students are expected to meet
10. Evaluation of the Parent Involvement Policy and the effectiveness of involvement activities
11. Increased and timely communication regarding the qualifications of the specific instructional staff who works with your child.

The staff at Freer ISD invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. To offer suggestions please contact: NTE Amanda Salinas asalinas@freerisd.net , LAJH Linda G. Hinojosa, lhinojosa@freerisd.net, FHS Mr. David Ortiz dortiz@freerisd.net.

The Parent Involvement Policy & the School-Parent Compact: Development, Evaluation & Revision

<u>Development:</u>	<u>Activity:</u>	<u>Progress Check</u>
November 2024	Parent Volunteers review parent input and edit existing policy, as needed	
<u>Evaluation:</u>	Overall evaluation of the parent involvement policy, to be conducted with the involvement of parents, is to determine the effectiveness of the content and activities included in the policy for improving the academic quality of the school and for identifying barriers to greater participation, especially for parents of special populations' students.	
<u>Revision:</u>	The campus must use the findings of the evaluation to revise, if necessary, the existing policy to improve and increase the opportunities to involve parents in the life of the school.	
	The School-Parent compact will be revised, as appropriate, from responses to the annual evaluation and/or through meetings conducted/conferences held with parents.	
<u>Dissemination of Revisions:</u>		
By August 2024	The LAJH School Principal will disseminate the 2024-25 Parent Involvement Policy and the School-Parent Compact through their inclusion in the Student Handbook disseminated annually to all parents	

Parent Participation in Decision-Making – School-wide Planning (Design, Implementation, & Evaluation)

1. Campus Improvement Plan Site-Based Decision Making:

Campuses at Freer ISD conduct site-based decision-making meetings twice a year. We encourage SBDM parents to attend these sessions, and, at the close of each session, we will ask for input from the audience on topics discussed. If parents would like to offer topics for discussion at these meetings, please contact the school principal and these items will be placed on meeting agendas for future meetings as soon as possible.

We encourage parents to participate as voting members of this committee, and interested parties should call the **principal at (361) 394-6025**.

In addition to encouraging participation at these meetings and to ensure that we make every effort possible for all parents to learn about the actions/decisions of the committee, the CIPSBDM will disseminate this information through the following:

- ____ Open House Fall 2024 and Spring 2025 parent meetings
- ____ Summarized on the Freer ISD website
- ____ Remind 101
- ____ Freer ISD Facebook / Social Networking

2. Review of the Campus Improvement Plan / School-wide Program Plan

In addition to the above opportunities, the school's improvement plan, which clearly defines our efforts to improve our educational program, is available upon written request, and as soon as possible, we will send a copy of the plan to person's requesting the plan.

Or, if parents wish, they may contact the principal for a time to come to the school to review a copy of the plan. Translators, a place for reviewing, and note-taking materials will be provided to parents who choose to review the plan at the school. To ensure that we provide parents this time and materials, we request that parents make appointments. As well, we encourage visiting parents to leave with the school their suggestions for improvement either in written form or verbally with the principal.

3. Annual Parent Meeting

Each year Freer ISD will host an Open House meeting to discuss the school's participation as a Title I, Part A school-wide program. Translators will be available, as needed, and the schools will accommodate the needs of disabled parents, as well. We will address the following topics:

- The requirements of the school for planning and goal setting
- Our school's accountability data, State assessments, and proficiency expectations for students on these assessments
- A summary of our school's prioritized needs and the objectives in our school-wide program plan to address identified needs and those to address achieving our vision
- A summary of the major initiatives of our educational program
- An explanation of the curriculum in use and local assessments, including the levels of proficiency students are expected to meet
- A review of the parent involvement policy and the school-parent compact

At this annual meeting, parents will be invited to offer suggestions for improving the educational plan, as per the requirements of the *Every Student Succeeds Act*. In a follow-up meeting with the Campus Improvement Plan site-based decision-making team, members will address and act on, as appropriate to the school's goals, the suggestions parents have offered.

Parental Involvement Opportunities

In addition to involving parents in the decision-making process, Freer ISD will offer the following: (1) opportunities to build their capacities to assist their children with academic needs; (2) opportunities to be involved in the instructional program, either as observers or as volunteers; and (3) opportunities to offer suggestions for the staff's professional growth opportunities to build the school's capacities to work with our parents as equal partners.

1. Building Parent Capacities To Help Children

- Fall (by _____ 2024) and spring (by _____ 2025) meetings for parents of Limited English Proficiency (LEP) students to discuss the ESL/Bilingual program, ways they may assist their parents, and opportunities in the county for their participation in adult language development. Title I law expects schools to provide every effort to build these parents' capacities – this initiative could be handled by the ESL teacher(s) or possibly the ESC SSA director collaboratively with ESL teachers across the district.

- Every Nine Weeks with Report Card grade level newsletters that outline special projects and provide opportunities for parents to assist their children at home (homework help guidelines, relevant and available links as posted on website or elsewhere, info to assist with career investigations and senior projects)
- Meet the Teacher nights; Report Card conferences, – logs; portfolios; homework assignment sign-in sheets.
- Yearly review and revision of the School Parent Compact (included in Appendix D)

2. Communicating Student Academic Progress

To provide parents with timely information about their children's academic performance, we offer multiple activities, and we encourage parents to call for conferences with their children's teachers during the teachers' conference periods any time during the school year. However, it will be mandatory for team teacher meetings to be scheduled to meet with students at-risk of failing, being placed at Freer ISD DAEP for recurring behavioral infractions, and for students that are in danger of losing credits due to failures or attendance on a six weeks basis.

Measures we take to communicate formally with parents regarding their children's academic progress include the following:

- Fall and spring Open House
- Nine Week report card conferences (face-to-face or via telephone or email) Upload Report Card via Parent Portal
- Meetings with parents of students required to participate in the Optional Extended Year/Day Program or that will be recommended for Tier II or Tier III intervention
- Upload three-week progress reports for ALL students at every reporting period
- Conferences are encouraged. Please call ahead of time to check teachers' conference periods so that a conference can be scheduled. This will ensure that records for review are readily available and to ensure availability of the teacher and/or the principal.
- Providing the School-Parent Compact, defining teachers', parents', and students' responsibilities for learning
- Communicate to schools if report cards are needed.

3. Volunteering and/or Observing the Instructional Program

We encourage parents to participate as volunteers working with students and/or teachers, as observers in the classroom, and as sponsors of instructional activities. If parents choose to participate in any of these opportunities, please call the school principal at (361) 394-6025 to learn how to participate in such activities.

Please note: All parent volunteers who work with students fall under the same requirements as classroom teachers – they must undergo a background check. **Please** do not let this matter keep you from volunteering – even teachers must go through these checks to ensure the safety of all of our children!

4. Building School Staff Members' Capacities To Work with Parents as Partners

The school staff seeks ways to improve their abilities to work with parents as equals. To assist us in this endeavor, we currently prepare for:

- grade level meetings where teachers and the administration study the monthly publication entitled "The Master Teacher" and plan for relevant and rigorous learning experiences;

- SBDM meetings where parents are invited to discuss ways in which to work more effectively with parents;
- Informally seek input from parents during conferences and other such meetings;
- Gather suggestions at school meetings which could become an agenda item ;
 - Question(s) might be:
 - 'What could the school staff do to work with parents more closely?
 - What barriers to parent involvement exist that the school staff can address? (To minimize responses that are out of the school's control)
 - What could the staff do that would improve the working relationship with parents?

Curriculum

The state of Texas has developed a required curriculum that must be taught in Texas schools – Texas Essential Knowledge & Skills (TEKS). TEKS is the foundation of the curriculum at Freer LAJH School. Mastery of the content standards, apart from informal assessments and unit tests given in individual classrooms, is evidenced in the results of the State of Texas Assessments of Academic Readiness STAAR in grades 6, 7, & 8. Areas currently tested by the STAAR include reading, math, science, and social studies.

Local Assessments

In addition to the STAAR, Freer LAJH School uses other assessment measurements such as curriculum based assessments to determine the progress of our students in mastering the state's content standards and to guide instruction and professional development.

Informal Assessments: These assessments include benchmark assessments, observational records, anecdotal records, special projects, nine weeks exam and semester exams. These assessments are closest to the day-to-day routine of teaching and learning, and the results of these assessments assist the staff in making changes to instruction for both content and the way they deliver instruction.

Formal Assessments: These assessments include norm-referenced tests that tell teachers and parents how children are doing in comparison with other students. The results of these assessments are often expressed in percentiles.

Others are criterion-referenced assessments, such as the MAPS, STAAR, ISIP through IStation which tells teachers and parents how well students are doing to master standards.

Evaluation of Parent Involvement

The purpose of evaluating the parent involvement policy and activities for involvement is four-fold:

1. To improve the educational program at Freer ISD
2. To evaluate the effectiveness of the policy and activities to increase parent involvement in meaningful opportunities to participate as our partners
3. To identify barriers to parent participation, especially for the parents of special populations students
4. To improve our efforts to work with all parents through continuous revision and improvement to the PI policy.

To assist us in this evaluation process, the CIPSBDM will determine procedures for evaluating activities and for collecting this data, which will be reviewed in the spring of each school year. This review will provide direction for our improvement efforts.

Additionally, with the input of parents serving on the CIPSBDM, the high school principal will disseminate an annual survey to all parents regarding the overall effectiveness of our efforts to work equally with parents.

Appendix D:

School-Parent Compact

In order to envision the highest level of success for every individual, we make this agreement to motivate, to challenge, and to inspire each other, and to accomplish this, we hereby sign this compact to work together.

As a parent, I am willing to develop a partnership to help my child achieve the state's performance standards.

To do this, I will (check at least three of the following):

- ☐ Be sure my child is punctual and attends school regularly.
- ☐ Keep school informed of students absences, and provide proper documentation for absences.
- ☐ Be sure homework is done and help him/her to the best of my ability.
- ☐ Provide a quiet and well-lit area for my child to study and complete homework or projects.
- ☐ Make efforts to contact my child(ren)'s teacher on a frequent basis.
- ☐ Keep telephone numbers and physical addresses up-to-date in the office and notify of any changes immediately.
- ☐ Participate in academic decisions related to my child.
- ☐ Allow and support my child in academic and extracurricular activities. (Example: suggesting and allowing your child to participate in UIL activities, or other organizations, as applicable).
- ☐ Attend or schedule parent-teacher conferences.
- ☐ Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes 4 – 12)
- ☐ Encourage my child to be respectful at school and use their manners as well.
- ☐ Make sure my child maintains a positive attitude in the classroom environment.
- ☐ I will create a parent portal to monitor my students' grades and progress.

Signature _____ Date _____

As a teacher, I take responsibility for my students' learning; to do this I will strive to:

- Have high expectations for students, other staff, and myself.
- Treat each child fairly, showing respect and dignity.
- Schedule parent conferences once per nine weeks for face-to-face or phone contact to keep parents abreast of any and all celebrations or concerns.
- Provide open communication with parents about academics, behavior, attendance, ect.
- Provide progress reports every 3, 6 and 9 weeks through Parent Portal.
- Help each child reach his/her highest potential, socially and academically by being fair, compassionate, patient, and by remaining on cue with individual progress and concerns.
- Enter grades in a timely manner.

Signature _____ Date _____

As a student, I recognize that it is important that I work to the best of my ability. I will do my personal best to:

- Be responsible to be in school regularly, and on time.
- I will take responsibility for my actions, and will not keep others from learning.
- Communicate with teachers about my grades and attendance.
- Be prepared, mind and body, to learn. This means coming prepared with the tools necessary.
- Be timely with the submission of school work, homework, projects, and other assignments.
- Take opportunities to catch up or make up when absent, whether excused or unexcused.
- I will not be a BULLY , and I will not tolerate Bullying.
- Be a TRUE BUCKAROO LEADER by adhering to the Student Code of Conduct.

Signature _____ Date _____