



## **Borger Intermediate and Borger Middle School Parent and Family Engagement Policy**

### **PART I. GENERAL EXPECTATIONS**

**Borger Intermediate and Borger Middle School** agree to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parent and family engagement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. **(See Enclosure)**
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, Parent and family engagement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for Parent and family engagement is spent and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

- The school will build its own and the parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for Parent and family engagement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

*Parent and family engagement defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

*(A) that parents play an integral role in assisting their child’s learning;*

*(B) that parents are encouraged to be actively involved in their child’s education at school;*

*(C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

**PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS**

1. **Borger Intermediate and Borger Middle School** will take the following actions to involve parents in the joint development of its school Parent and family engagement plan under section 1118 of the ESEA:

*Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy in a joint development.*

2. **Borger Intermediate and Borger Middle School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

*Jointly developed and distribution a school- level written PFE, notify parents of the PFE in an understandable format and language, update the PFE policy periodically.*

3. **Borger Intermediate and Borger Middle School** will hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will

convene the meeting at a time convenient for parents and will offer a flexible number of additional Parent and family engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

4. **Borger Intermediate and Borger Middle School** will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

*providing frequent reports and notes to parents on their children's progress*

5. **Borger Intermediate and Borger Middle School** will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

*Scheduling conferences with teachers and/or other stakeholders.*

6. **Borger Intermediate and Borger Middle School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

*Send reports and other information home with the students.*

7. **Borger Intermediate and Borger Middle School** will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

*Notify parents by sending letters home with the students.*

8. **Borger Intermediate and Borger Middle School** will aid parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph –

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and how to work with educators:

*Parent teacher conferences, townhall meeting, parent night, programs etc.*

9. **Borger Intermediate and Borger Middle School** will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

*Providing resources in English and Spanish at the parent center located at 1403 Sterling St.*

10. **Borger Intermediate and Borger Middle School** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

*Provide training for all staff.*

11. **The Borger Intermediate and Borger Middle School** will, to the extent feasible and appropriate, coordinate and integrate Parent and family engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

*Making available parent and family resources in our Parent Center (401 Tristram) in English and Spanish*

12. **The Borger Intermediate and Borger Middle School** will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*By having school documents interpreted in a parent’s primary language, having an interpreter on hand to translate important information at school meetings and parent/teacher conferences.*

### **PART III. DISCRETIONARY SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS**

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with Parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize Parent and family engagement and participation in their children’s education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to Parent and family engagement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in Parent and family engagement activities.

**Curriculum and Instruction:**

- TEKS: The Texas Essential Knowledge and Skills provide the curriculum standards that are taught in each grade level and content area. These standards are required to be taught by the State of Texas. All curriculum resources are evaluated and chosen based on alignment to the TEKS. Teachers work to deeply understand the depth and complexity of these TEKS and all instruction is aligned to ensure student mastery of the TEKS.
- ASSESSMENT: The district and campus regularly assess students in ways that are aligned to the TEKS and instruction of TEKS. These assessments are done in a variety of ways, and aligned to the specific grade levels and needs of students:
  - Teacher observation of students
  - Daily assessments such as Exit Tickets
  - Quizzes
  - Six Week Tests
  - Benchmark Testing
  - STAAR Testing
  - Diagnostic
  - Running Records for reading
- STAAR Testing is required beginning in grade 3. The goal is for students to achieve the Meets Grade Level expectation. Student achievement levels on STAAR are:
  - Approaches Grade Level
  - Meets Grade Level
  - Masters Grade Level
  - Did Not Meet Grade Level

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**PART IV. ADOPTION**

This School Parent and family engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

**Borger ISD does not discriminate on the basis of race, color, national origin, sex, disability, or age.**  
*El Distrito Escolar Independiente de Borger (BISD) no discrimina por motivos de raza, color, origen nacional, sexo, impedimento, o edad.*