



2019 – 2020

PARENT

INFORMATION

PACKET

Mr. John S. Bush

Principal

5151 Scottsdale Avenue

(901) 416 – 2440 Office

(901) 416 – 2476 Fax

bushjs@scsk12.org

#WEAREWOODDALE #WEAREPROUD

WOODDALE HIGH SCHOOL

Our Mission

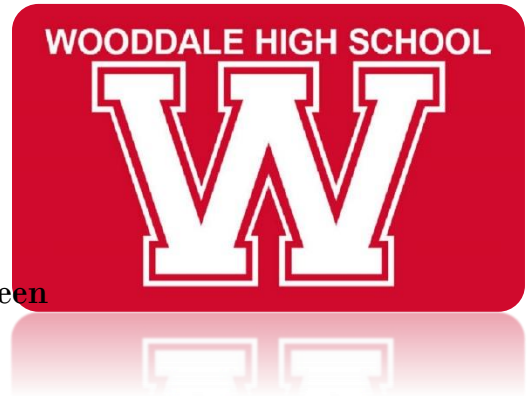
Wooddale High School is a safe school that equips, engages and empowers all students to become productive citizens in a global society. We lead in the areas of Academics, Art, and Athletics by competing in state and national tournaments. Wooddale High is the educational beacon for Southeast Memphis/Parkway Village that guide all students to post-secondary school options that will qualify them for the career they choose upon graduation.

Our Vision

Every child at Wooddale High is expected to learn at high levels. Home, school, and the community will combine efforts to provide our children with the skills needed to successfully prepare each child to be a productive citizen in the twenty-first century.



2019 – 2020 STAFF AND FACULTY



ADMINISTRATIVE TEAM

- Principal John S. Bush
- Vice Principal/ 11th and 12th grade Tara Brownlee
- Assistant Principal / 9th grade Alana Fields - Green
- Assistant Principal / 10th grade Kuwane Turner
- PLC Coach / Title I Coordinator TyWana Hill
- Instructional Literacy Coach Deanna Dye

INSTRUCTIONAL LEADERSHIP TEAM

- Rosalyn Harris
- Peter Schroeder
- Felicia Wright - Moss
- Nikisha Greer
- Ashleigh Smith

CLERICAL & SUPPORT STAFF

- Financial Secretary LaShenda Knowles
- General Office Secretary (Attendance) Ethel Bales
- General Office Secretary (Records) Sherry Harden
- 9th/10th Grade Counselor Rita Wyatt - Wright
- 11th/12th Grade Counselor LeeAnn Cox
- Behavior Specialist Keelon Lawson
- ISS Coordinator Jeremiah Brown
- Educational Assistant Jeremy Williams
- Campus Monitors Kelvin Bowers and Donald Pennington
- Building Engineer Greg Shelley

CTE DEPARTMENT

John Stokes, Coding
Taurus Thomas, Office Management
Ashleigh Smith, Web Design**
Marcus Smith, STEM

ENGLISH DEPARTMENT

Jesse Curry, English 9
Roselyn Harris, English 9/10**
Michelle Lee, English 10
Josef Woody, English 11/Electives
Kristie Wheeler, English 12/Electives

HISTORY DEPARTMENT

Herbert Kendall, DC World History **
Sonia Brown, DC American History

PE/ROTC DEPARTMENT

Teacher's Name
Clyde Delamar, Lifetime Wellness
SFC Smith, ROTC
SSG Ziegler, ROTC
Michelle Merriweather, Lifetime Wellness-ESL

SCIENCE DEPARTMENT

Jerome Griffin, Environmental Science
Felicia Wright-Moss, Biology **
Roshetta Williams, Chemistry/Anatomy & Physiology

SPED DEPARTMENT

Yaminah Rossell, Functional Skills
Terrie Moore, Functional Skills
Audrey McCollum, ELA Inclusion
Melanie Meeks, ELA Inclusion
Jamillah Lee, Math Inclusion
Nikisha Greer, Math Inclusion **
Camilla James, BIC

ESL DEPARTMENT

Shawn Price, ESL 1
Michael Tole, ESL 2

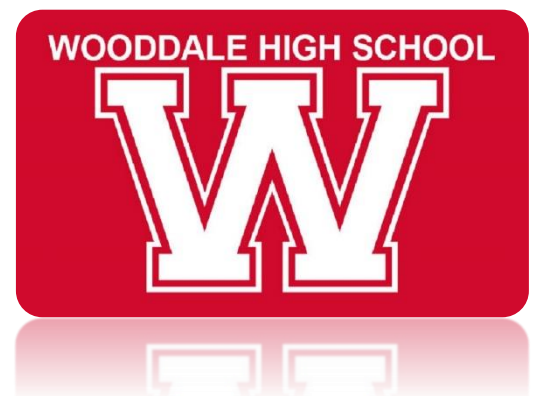
FINE ARTS/WORLD

LANGUAGE

Shamekimin Weddle, Art **
Joshua Smith, Band
Wysheshe Jones, Art-ESL
Vacant, Spanish

MATH DEPARTMENT

Alexzondra Pryor, Algebra I
Courtney Duncan, Algebra I/II
Peter Schroeder, Algebra II **
Pashupati Shah, Geometry
Vacant, Bridge/Pre Cal
Vacant, Personal Finance/ACT Math



WOODDALE HIGH SCHOOL'S FAMILY ENGAGEMENT PLAN

2019 – 2020

School wide Plan

Parental Involvement Plan

The 2019 - 2020 ESSA parent involvement policy was **jointly developed** with **and approved** by parents and community members to establish the expectations for parental involvement.

Parental Involvement

The 2019 - 2020 Parental Involvement Plan for Wooddale High School is to assist parents with the knowledge, skills, information, and **expectations** needed to assist and ensure their child's success in school. At Wooddale, we have high standards for academic excellence. Teachers, students, and parents work very hard to accomplish the goals we set for raising scholastic achievement, attendance, and promotion rates. We are committed to continuing an *ongoing partnership* with parents to create, implement, and maintain a means of open communication that strengthens both school and home learning environments.

We Ask Our Parents:

- To attend school events and serve as advisors.
- To serve on the School Leadership Committee or volunteer at least twice a year.
- To become school supporters and advocates for higher learning.
- To respond to memos, surveys, and questionnaires expressing ideas and concerns.

We Pledge to Our Parents:

- Convene an **annual meeting to inform parents of the school's participation with Title I, the requirements of Title I, and the right of the parents to be involved in the school.**
- **Awareness of all ESSA requirements.**
- **Numerous means of communication via progress reports, school, email, Parent Link, and teacher websites, annual and/or monthly meetings and our student/parent handbook.**
- **Provide descriptions and resources that explain the use of the curriculum and units of study for all subjects and proficiency levels of students.**
- **Provide parents with a description and explanation of all academic assessments and proficiency levels of their children.**
- **Flexible number of meetings, conferences, and programs in the morning, afternoon, and evening.**
- **Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of programs for parental involvement.**
- **A jointly developed student-teacher-parent compact.**
- **Provide parents timely information about programs under parent involvement.**
- **Provide parents with opportunities for regular meetings to formulate suggestions, to participate in decisions relating to the education of their children and respond to suggestions as soon as possible**

Revised: August, 2019

Wooddale High School is a federally funded school. Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information. Shelby County Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex, or age. For more information, please contact the Office of Equity Compliance at (901) 416 – 6670.

PLAN DE COMPROMISO FAMILIAR DE LA ESCUELA SECUNDARIA WOODDALE

2019 – 2020

Plan escolar

Plan de participación de los padres La política de participación de padres de ESSA 2019-2020 fue desarrollada y aprobada conjuntamente por los padres y los miembros de la comunidad para establecer las expectativas de participación de los padres.

Involucramiento de los padres

El Plan de Participación de los Padres 2019-2020 para Wooddale High School es ayudar a los padres con el conocimiento, las habilidades, la información y las expectativas necesarias para ayudar y garantizar el éxito de sus hijos en la escuela. En Wooddale, tenemos altos estándares de excelencia académica. Los maestros, estudiantes y padres trabajan muy duro para lograr las metas que establecemos para elevar los logros académicos, la asistencia y las tasas de promoción. Estamos comprometidos a continuar una asociación continua con los padres para crear, implementar y mantener un medio de comunicación abierta que fortalezca los entornos de aprendizaje tanto en la escuela como en el hogar.

Preguntamos a nuestros padres:

- Asistir a eventos escolares y servir como asesores.
- Servir en el Comité de Liderazgo Escolar o ser voluntario al menos dos veces al año.
- Para convertirse en partidarios de la escuela y defensores de la educación superior.
- Para responder a notas, encuestas y cuestionarios que expresen ideas y preocupaciones.

Nos comprometemos con nuestros padres:

- Convocar una reunión anual para informar a los padres de la participación de la escuela con el Título I, el requisitos del Título I, y el derecho de los padres a participar en la escuela.
- Conocimiento de todos los requisitos de la ESSA.
- Numerosos medios de comunicación a través de informes de progreso, escuela, correo electrónico, padres
- Enlace y sitios web de maestros, reuniones anuales y / o mensuales y nuestro estudiante / padre manual.
- Proporcionar descripciones y recursos que expliquen el uso del plan de estudios y las unidades de estudiar para todas las materias y niveles de competencia de los estudiantes.
- Proporcionar a los padres una descripción y explicación de todas las evaluaciones académicas y de competencia.
- niveles de sus hijos.
- Número flexible de reuniones, conferencias y programas en la mañana, tarde y noche.
- Involucrar a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas para la participación de los padres.
- Un acuerdo conjunto de alumno-maestro-padre desarrollado conjuntamente.
- Proporcionar a los padres información oportuna sobre programas bajo la participación de los padres.
- Proporcionar a los padres oportunidades para reuniones regulares para formular sugerencias, para participar en decisiones relacionadas con la educación de sus hijos y responder a sugerencias tan pronto como sea posible

Revisado: agosto de 2019

Wooddale High School es una escuela financiada por el gobierno federal. Las Escuelas del Condado de Shelby ofrecen oportunidades educativas y de empleo sin distinción de raza, color, religión, sexo, credo, edad, discapacidad, origen nacional o información genética. Las Escuelas del Condado de Shelby no discriminan en sus programas o empleo por motivos de raza, color, religión, origen nacional, discapacidad / discapacidad, sexo o edad. Para obtener más información, comuníquese con la Oficina de Cumplimiento de Equidad al (901) 416-6670.

Wooddale High School

Title I Student/Parent/School Compact 2019 – 2020

Wooddale High School is a community of staff, parents, students, and community members working together to create the best school for all children. This compact **outlines how parents/students/staff/school will share responsibility for improving student academic achievement** and how the school and parents will develop a partnership to help our students achieve the state's high standards. This compact also communicates a common understanding of home and school responsibilities to assure student success. This compact has been **jointly developed** with parents and will be reviewed during parent conferences.

Student's Agreement

It is my responsibility to work to the best of my abilities; therefore, I shall strive to:

- Attend school daily with a positive attitude and the necessary tools for learning.
- Be on time for school and class and be prepared to work.
- Complete and return assignments and homework to the best of my ability and seek help when there is a lack of understanding.
- Enthusiastically participate in school activities.
- Attend after school intervention and enrichment sessions to enhance skills when necessary.
- Follow the Shelby County Schools Code of Conduct and the school's rules.
- Return signed progress reports, report cards, and all documents requiring a parent/guardian signature, including the school compact.
- Respect others and myself.
- Wear appropriate school uniforms.
- Learn and practice resolving conflicts in a positive, non-violent way.

Print - Student Name

Student Signature

Parent's/Guardian's Agreement

I want my child to achieve; therefore, I will be responsible for supporting my child's learning. I will:

- Become knowledgeable of the school's vision and goals and work cooperatively with the school.
- Monitor my child's attendance and timeliness to school and class; monitor homework completion and extra-curricular activities at home and at school.
- Supply the necessary materials for learning and provide a quiet, well-lighted place to study and complete homework.
- Promote positive use of extra-curricular time.
- Provide a safe and nurturing home environment for my child.
- Promote use of the school's tutorial programs when needed – both before, during, and after school.
- Insist that my child wear appropriate school uniforms daily.
- Encourage my child to read daily and provide a library card for my child.
- Encourage my child to verbalize his/her problems and misunderstandings in a non-violent way.
- Support the school in its efforts to maintain a structured and safe environment.
- Establish and maintain both communication and a positive relationship with my child's teachers. Attend parent conferences and support school activities.
- Volunteer at the school in areas that are of interest to me and to my child. Observe my child's classes when necessary.
- Participate in school decision-making processes as they relate to the education of my child.
- Believe my child can learn and demand his/her best effort.

Print – Parent/Guardian Name

Parent/Guardian Signature

Teacher's Agreement

It is important that students achieve; therefore, I will:

- Believe that all students can learn and strive to meet their needs.
- Provide **high quality curriculum and instruction** that is relevant, fosters high academic achievement, and makes learning enjoyable.
- **Provide frequent progress reports to parents and hold parent/teacher conferences.**
- Provide on-going communication with parents and students in a format/language that is practical and understandable.
- Use a variety of instructional strategies to improve student progress.

- Provide a warm, inviting classroom and invite parents to visit and/or observe the class when necessary.
- Provide meaningful class and homework assignments for students.
- Provide parents with resources and options for helping students with homework.
- **Discuss the school-parent compact** as it relates to student achievement.
- Treat students with love, respect, and encouragement.
- Dedicate my time to professional development to gain knowledge, which will ensure student achievement.

Teacher's signatures:

Period 1: _____
 Period 2: _____
 Period 3: _____
 Period 4: _____
 Period 5: _____

Period 6: _____
 Period 7: _____
 Period 8: _____
 Period 9: _____
 Period 10: _____

School/Principal's Agreement

I support this form of parent, student, and school involvement; therefore, I will:

- Provide a **supportive and effective learning environment** that is nurturing, and conducive to learning.
- Provide a high quality curriculum and instruction for all students and enforce all rules set forth by SCS and Wooddale High School.
- Motivate and monitor teacher instruction to address various learning levels of students.
- Establish an open-door policy that promotes **importance of teacher/parent communication** and relationships between school, home, and the community.
- Give parents opportunities to **volunteer, participate, and observe in their child's classes**.
- Develop jointly an outline of how students/parents/school/staff will share responsibility for improving academic achievement and encourage all in the fulfillment of this agreement.
- Support school-based parent organizations.
- Give parents reasonable **access to staff**, to volunteer, participate, and observe in their child's class.
- Hold annual parent/teacher conferences to discuss the school-parent compact and data for failing students as it relates to the individual child's achievement.
- Distribute and notify parents of the Family Engagement Plan in an understandable and uniform format and in a language that parents can understand.
- Make the Family Engagement Plan available to the local community.
- Periodically update the Family Engagement Plan to meet the changing needs of parents and the school.
- Provide an opportunity for parents to submit comments to the school district if the Family Engagement Plan is not satisfactory.
- Provide assistance in understanding state academic content standards, state student academic achievement standards, state and local academic assessment, how to monitor a child's progress, how to work with educators to improve the achievement of their children, and the requirements of parent involvement.
- Provide materials and training to help parents work with their children to improve academic achievement.
- Educate faculty and staff, with the assistance of parents, on the value and utility of parent contributions.
- Coordinate and integrate parent involvement programs and activities.
- Send parent communications related to school and parent programs, meetings, and other activities in a language that parents can understand.
- Provide reasonable support for parent involvement activities as parents may request.
- Provide full opportunities for the participation of parents with limited English proficiency, disabilities, and migrant.

Mr. John S. Bush _____

Print - Principal Name

Principal Signature

Revised: August, 2019

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Wooddale High School

Family Engagement Nights and Parent Meeting Schedule



2019 Fall Semester

Month	Date(s)	Event	Location	Time
August	12	First Day for Students / 1 st Qtr. Begins	WHS	7:15 am

Month	Date(s)	Event	Location	Time
September	2	Labor Day (No School)		
	4	Fall Title I Parent Meeting / Open House	WHS - Library	5:00 pm - 6:30 pm
	5	Fall Title I Morning Parent Meeting	WHS - Parent Center	8:00 am
	19	Parent Teacher Conferences	WHS	4:00 pm - 7:00 pm
	20	½ Day for Students Teachers Professional Development Day	WHS	7:15 am - 11:15 am

Month	Date(s)	Event	Location	Time
October	2	Literacy and Math Awareness Night	WHS - Library	5:00 pm
	11	End of 1 st Report Card Period ½ Day for Students Teachers Administrative Day	WHS	7:15 am - 11:15 am
	14 - 18	Fall Break (No School)		
	21	2 nd Qtr. Begins	WHS	7:15 am

Month	Date(s)	Event	Location	Time
November	6	RTI2 Parent Workshop	WHS - Library	5:00 pm
	8	½ Day for Students Teachers Professional Development Day	WHS	7:15 am - 11:15 am
	11	Veterans' Day (No School)		
	25 - 29	Thanksgiving Holiday Break (No School)		

Month	Date(s)	Event	Location	Time
December	18 - 20	1 st Semester Exams		
	20	End of 2 nd Report Card Period ½ Day for Students Teachers Administrative Day	WHS	7:15 am - 11:15 am
	23 - 31	Winter Break (No School)		



Wooddale High School

Family Engagement Nights and Parent Meeting Schedule



2020 Spring Semester

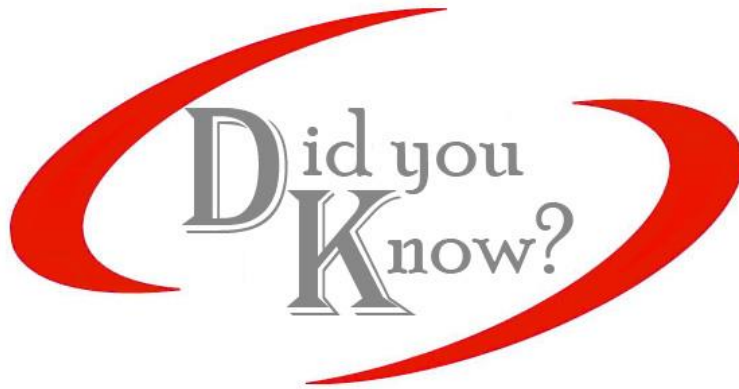
Month	Date(s)	Event	Location	Time
January	1 - 3	New Year's Day / Winter Break cont. (No School)		
	6	3 rd Qtr. Begins	WHS	7:15 am
	17	½ Day for Students Teachers Professional Development Day	WHS	7:15 am - 11:15 am
	20	Dr. Martin Luther King Jr. Holiday (No School)		

Month	Date(s)	Event	Location	Time
February	13	Parent Teacher Conferences	WHS	4:00 pm - 7:00 pm
	14	½ Day for Students Teachers Professional Development Day	WHS	7:15 am - 11:15 am
	17	Presidents' Day (No School)		

Month	Date(s)	Event	Location	Time
March	4	Date with Data - EOC Assessment Night	WHS - Library	5:00 pm
	13	End of 3 rd Report Card Period ½ Day for Students Teachers Professional Development Day	WHS	7:15 am - 11:15 am
	16 - 20	Spring Break (No School)		
	23	4 th Qtr. Begins	WHS	7:15 am

Month	Date(s)	Event	Location	Time
April	10	Spring Break II / Good Friday (No School)		

Month	Date(s)	Event	Location	Time
May	TBA	2020 Baccalaureate Ceremony		
	TBA	2020 Commencement Ceremony		
	13	Spring Title I Parent Meeting	WHS - Library	5:00 pm
	14	Spring Title I Morning Parent Meeting	WHS - Parent Center	8:00 am
	20 - 22	Final Semester Exams		
	22	End of 4 th Report Card Period Last Day for Students ½ Day for Students Teachers Administrative Day	WHS	7:15 am - 11:15 am



Wooddale High School is a federally funded, school – wide Title I School. Title I is part of the **Every Student Succeeds Act**. Title I requires that schools create a positive and supportive learning environment that results in high levels of achievement for all students. Funds are available for academic programs and strategies, additional teachers and other personnel, staff development, materials and supplies, technology and parent training. We look forward to working with you and your child; to make this a rewarding school year.

Parents' Right to Know

All parents have the right to request the following:

- A teacher's professional qualification, which includes: state qualifications, licensure, grades certification, waivers
- A teacher's baccalaureate and/or graduate degree, fields of endorsement, previous teaching experience
- A paraprofessional's qualifications
- An assurance that their child's name, address and telephone listing may not be released to military recruiters

All parents will receive information on the following:

- Their child's level of achievement in each of the state academic assessments
- Their option to request a transfer to another school within the district if their child is the victim of a violent crime at school
- Their right to timely notification that their child has been assigned, or has been taught or four or more consecutive weeks by, a teacher who is not highly qualified

For additional information visit the TN Department of Education at

<http://www.state.tn.us/education/reportcard/index.shtml>

Parents' Right to Know Military Recruiters

The Every Student Succeeds Act requires schools to release your child's name, address, and telephone number to military recruiters unless you request in writing to not provide this information for your child. If you would like for your child's name to be omitted from this list, please complete the information below and return to your child's principal. Students eighteen or older may complete the form on their own.

_____ As a parent, I am exercising the right to request that you do not give the name, address and telephone number to the Armed Services, Military Recruiters, or Military Schools of the following students.

_____ As a student, I am requesting my own name, address and telephone number to the Armed Services, Military Recruiters, or Military Schools.

Student Name: _____

Name of School: _____

Print Name: _____

(Parent's name and signature if student is under 18. Student's name and signature if over 18)

Signature: _____

Date: _____

Parents/Students: Return this form to your school principal or office.

Principals: Return this form to the Office of Student Enrollment.

Title I Parental Involvement

Shelby County Board of Education

5010

Issued Date: 08/26/10

Revised: 08/22/17

SCS Title I Parental Involvement

The Shelby County Board of Education recognizes and encourages the involvement of parents at the school and district level. As a school district, we recognize that parents are key stakeholders and serve as partners in the academic achievement of all students to meet or exceed the Every Student Succeeds Act proficiency standards.

The SCS parental involvement policy includes input from parents, community members, school and district personnel. The purpose of this policy is to comply with all pertinent mandates of state and federal regulatory standards which require that all parents have access to various levels and types of parental involvement activities with no person excluded based on race, religion, creed, gender, socio-economic status, physical impairment or age.

Each SCS school that is served by Title I of the Every Student Succeeds Act shall:

- Offer opportunities for parents to provide input and participate in meaningful consultation in the planning, design and implementation of the Title I Program.
- Offer district level administrators, local school administrators and teachers formal training to increase knowledge and skills in working with families of children receiving Title I services.
- Conduct an annual meeting at flexible times with parents to discuss the school's participation in Title I programs such as Free and Reduced Lunch, Migrant Education, SES, Public School Choice, and other offerings.
- Provide parents of participating children with explanation of district curriculum, students' assessments and reports, and accurate explanations of their child's progress.
- Provide multiple opportunities for parents to provide input for developing and revising policies relating to parent involvement, including the use of school and district level Parent Involvement funds, and on policies at the school level. Parents will also be asked to share suggestions for improving target participation in student learning. Formal parent complaints concerning school plans will be submitted to the school district when the school makes the plan available publicly.
- Develop a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve high standards.

- Conduct, with the involvement of parents and community members, an annual evaluation of the content and effectiveness of the school parent involvement policy, including identification of barriers to greater participation by parents of diverse backgrounds. Findings will be utilized to design additional effective strategies for parental involvement.
- Allow parents of students receiving Title I service to participate in deciding how Title I funds for family engagement activities are allotted.
- Provide information such as parent letters, newsletters, and website documentation concerning programs or activities in a language that all parents understand.
- Provide parents, community members, and school stakeholders a copy of this Parental Involvement Policy in a timely manner.

Building Capacity for Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each SCS school that is served by Title I of the Every Student Succeeds Act and SCS as a whole -

1. shall provide assistance to parents of children served by the school or local education agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of 20 U.S.C.A., § 6318, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
5. shall 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 the parents can understand;
6. shall involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training;
7. shall involve parents in developing, implementing and evaluating the District-wide Parental Involvement Plan. Strategies and activities of the District-wide Parental Involvement Plan shall be incorporated into the Tennessee Comprehensive System-wide Planning Process;

8. shall encourage and support the development and experience of active PTA/PTSA organizations to attend parent school meetings each month to discuss school accomplishments, concerns and needs; and
9. shall offer parents opportunities to participate in training sessions addressing state academic and content standards, state/local assessments, monitoring students' progress, literacy program opportunities, home learning activities to strengthen their child's reading and math skills, use of the internet to access information about their child's progress, parental rights under the Every Student Succeeds Act, understanding child development, effective volunteer participation, parent leadership, parent organization involvement, High School Redesign, public school choice options, community services, pre-school/ Head Start programs, adult education programs and community education programs.

Shared Responsibilities for Supporting Student Success for Every Child

SCS will continue to support and be responsible for successful student achievement in Title I schools by:

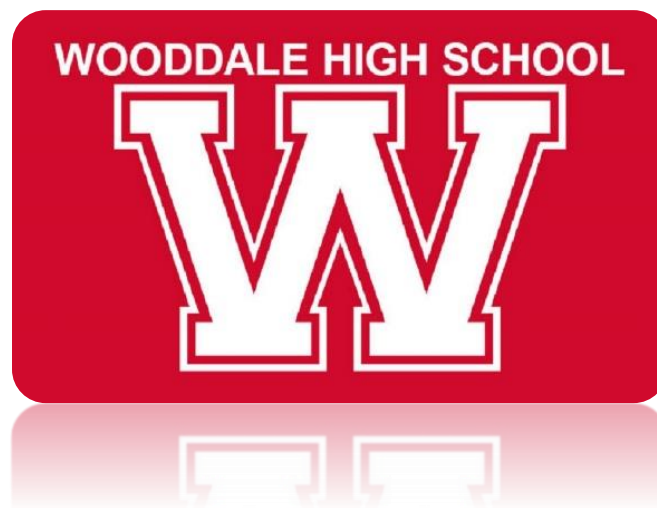
- Jointly developing, with parents and other school stakeholders, a school- parent compact that outlines expectations and responsibilities of all stakeholders. The compact will identify the shared responsibility to improve student academic achievement. School- parent compact shall:
 1. describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served by Title I of the Every Student Succeeds Act to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
 2. address the importance of communication between teachers and parents on an ongoing basis through, at a minimum --parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - a. frequent reports to parents on their children's progress; and
 - b. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
 3. provide that parents are invited and encouraged to participate in developing the Tennessee Comprehensive System-wide Planning Process.

Accessibility to All Families

SCS will continue to be accessible for all families being served Title I schools by:

- Providing opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children.
- Providing school environments that are welcoming, informative and providing schools reports and/or displays in a language that parents can understand.
- Providing invitations to parent meetings and/or workshops that are presented in an understandable language. Such meetings and workshops shall be conducted at varied times and dates throughout the school year, and notification will be sent in a timely manner.
- Providing transportation, childcare and translators for parent involvement activities where applicable and where/if funds permit.

20 U.S.C.A. § 6318



PARENT'S GUIDE TO SCHOOL CONFERENCES

PARENT-TEACHER CONFERENCE GUIDE

Conferences are a valuable tool to help you and your child's teacher(s) work together for your child's school success. Parent-Teacher conferences are valuable and effective because you and the teacher(s) can communicate face-to-face. The conferences provide an opportunity for you to discuss your child's problems and progress directly with teachers. Most important of all, they are a chance for parents and teachers to work together to ensure student's academic achievement.

Well-conducted parent-teacher conference can accomplish several goals:

- ❖ You and the teacher(s) get to know each other.
- ❖ You can find out for yourself what is being taught and how your child is progressing academically, socially, and emotionally.
- ❖ You and the teacher(s) can share what each of you see as the child's strengths and areas for growth.
- ❖ You and the teacher can discuss information about your child's home learning environment.
- ❖ You and the teacher(s) can agree on a plan to ensure your child's success in school.

TALK WITH YOUR CHILD FIRST

Spend a few minutes talking with your child before the conference. Tell him or her that you need help preparing for the conference. Some questions you might ask are:

1. Is there anything special that you would like for me to talk about with the teacher(s)?
2. Is there anything you want me to know before I speak with your teacher(s)?
3. What do you really like or dislike about the class (es)?
4. In what classes are you experiencing the most success?
5. Are you having problems in any areas?
6. What previous effort have you personally made to remove any problems? Have you spoken with your teacher?

PARENT – TEACHER CONFERENCE GUIDE

YOUR CHECKLIST FOR CONFERENCING WITH YOUR CHILD'S TEACHER

Parent-Teacher conferences will be successful if both you and the teacher(s) prepare for them. Here is a checklist to help you before, during, and after your conference with your child's teacher(s).

Before the Conference

- Find out how your child's school schedules parent-teacher conferences.
- Use any materials given to you to prepare for the conference.
- Talk with your child about his/her school (discuss successes, achievements, favorite subjects, problem area, etc.
- Review work that your child has brought home.
- Think about your child's level of achievement and your expectations for your child. Are they the same?
- Write down your concerns and questions about your child's work, classroom or school programs.

Some information you may want to share with your child's teacher(s) might include:

1. Favorite subjects
2. Outside interests and hobbies
3. Any medical or health needs
4. Things happening at home that may affect schoolwork (divorce, death, moving, etc.)

At the Conference

- Find out how much time has been allotted and decide what is important to discuss in the time available.
- Arrive on time
- Say something positive to the teacher to help both feel more comfortable.
- Decide with the teacher what is most important to talk about.
- Refer to your notes and questions so you will not forget important issues.
- Ask to see your child's work.
- Take notes during the conference.

After the Conference

- ✓ Ask questions and make sure you understand all the teacher is saying.
- ✓ Summarize what has been said.
- ✓ Write down a plan of action that says what you need and the teacher will do.
- ✓ Let the teacher know how best to reach you and decide how you will communicate with the teacher (call, notes, e-mail, future conferences).
- ✓ Thank the teacher for his/her time and concern.



The vision of Shelby County Schools Division of Parent and Community Engagement is **Parent Welcome Center** to actively engage family and the communities in the education processes of children. At times, families and other constituents may face challenges or concerns that need a resolution. The Parent Welcome Center, located at 2687 Avery Avenue, is a hub designed to provide clear communication for resolving concerns and issues that may arise. The Parent Welcome Center exists to give parents and schools support to make a critical difference during challenges by facilitating parents and school communications to help resolve issues.

The Parent Welcome Center houses the District's Call Center. The purpose is to ensure constituents will experience a welcoming environment and high-quality service when interacting with Central Office and staff. For more information and support regarding services provided by the Call Center, please reach out to Dr. Annie Conway, the Director of Customer Service at conwayam@scsk12.org

Shelby County Schools Parent Liaisons are the district's support for troubleshooting difficult situations. We have five District Parent Liaisons who work diligently to bridge the gap between home and school. With their help, parents receive support and reliable information to ensure their child's academic and social success.

Parent Liaisons

Barbara Beloch-----901-416-7386
Jeremy McKinnie-----901-416-0669
Nancy Roll-----901-416-8928
Alex Ortiz-Calix----- 901-416-6705
Tracey Routen-----901-416-1754





SMOKING PROHIBITED

SMOKING IS PROHIBITED BY LAW IN ALL ENCLOSED PUBLIC PLACES INCLUDING SEATING AREAS AND RESTROOMS

Additionally, smoking and/or the use of all tobacco products, including smokeless tobacco, are prohibited in all Board of Education buildings (schools and other facilities); in any public seating areas, including but not limited to, bleachers used for sporting events, or public restrooms; and in all vehicles, owned, leased or operated by the district at all times.

T.C.A. § 39-17-1803(5) (13); T.C.A. § 39-17-1604(6)(10); T.C.A. § 39-17-1605; T.C.A. § 39-17-1606

Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.



NO FUMAR

FUMAR ESTÁ PROHIBIDO POR LA LEY EN LAS ÁREAS DE ASIENTOS Y EN LOS BAÑOS

Adicionalmente, fumar y el uso de productos de tabaco, incluyendo el tabaco que no se fuma, están prohibidos en todos los edificios del Consejo de Instrucción Pública (colegios y otros); en todas las áreas de bancos públicos, incluyendo bancos para los eventos-actividades de deportes, o baños públicos; y en todos los vehículos propios, rentados o operados todo el tiempo por el distrito.

T.C.A. § 39-17-1803(5) (13); T.C.A. § 39-17-1604(6)(10); T.C.A. § 39-17-1605; T.C.A. § 39-17-1606

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WEAPONS PROHIBITED ON SCHOOL PROPERTY

The carrying of any weapon on school property is prohibited and may be a felony as defined in Tennessee Code Annotated §39-17-1309. A fine of up to \$3,000 and/or imprisonment of up to six (6) years may be imposed.

Amendment: New Tennessee State Law

(a) Notwithstanding § 39-17-1309, § 39-17-1311 or § 39-17-1359, unless expressly prohibited by federal law, the holder of a valid handgun carry permit recognized in Tennessee may transport and store a firearm or firearm ammunition in the permit holder's privately owned motor vehicle, as defined in § 55-1-103, while on or utilizing any public or private parking area. To view policy § 39-17-1313 in its entirety visit the State of Tennessee website at www.tn.gov.

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ARMAS PROHIBIDAS EN LA PROPIEDAD ESCOLAR



El transporte de cualquier arma en propiedad escolar es prohibido y puede ser como un crimen definido en el Código Anotado de Tennessee 39-17-1309. Una multa de hasta \$3,000 dólares y/o el encarcelamiento de hasta seis (6) años puede ser impuesto.

Enmendadura-Reforma, Nueva Ley del Estado de Tennessee

Esta, oponerse 39-17-1309, 39-17-1311 o 39-17-1359 al no ser que se haya descrito prohibición por la ley federal, el dueño de una pistola llevando un permiso reconocido en Tennessee puede transportar y guardar un arma y amunición con permiso privado del dueño de un vehículo de motor, como definido en 55-1-103-mientras encendido o utilizado en un area de garaje privado. Para ver la política 39-17-1313 entera visite la página del Estado de Tennessee en www.tn.gov

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INFORMATION FOR PARENTS



IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter



In a motel or campground due to the lack of an alternative adequate accommodation



In a car, park, abandoned building, or bus or train station



Doubled up with other people due to loss of housing or economic hardship

*Your school-age children may qualify for certain rights and protections under the
federal McKinney-Vento Act.*

Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
 - * If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.



Local Liaison

State Coordinator

INFORMACIÓN PARA LOS PADRES



SI SU FAMILIA VIVE EN CUALQUIERA DE LAS SITUACIONES SIGUIENTES:

En un albergue



En un motel o un sitio para acampar debido a la falta de una alternativa adecuada



En un auto, un parque, un edificio abandonado, o una estación de trenes o de autobuses



Compartiendo la vivienda de otras personas debido a la pérdida de su casa
o a una dificultad económica

Sus hijos de edad escolar podrían calificar para recibir ciertos derechos y protecciones bajo la ley federal McKinney-Vento.

Sus hijos elegibles tienen derecho a:

- Recibir una educación pública gratuita y apropiada.
- Inscribirse en la escuela inmediatamente, aunque falten documentos normalmente requeridos para la inscripción.
- Inscribirse y asistir a clases mientras que la escuela obtiene los documentos necesarios.
- Inscribirse en la escuela local; o continuar asistiendo a la escuela de origen (la escuela a la cual su hijo asistió cuando tenía una residencia permanente, o la última escuela en la cual estaba inscrito), si esto es su preferencia.
 - * Si el distrito escolar cree que la escuela escogida por usted no es la mejor para sus hijos, el distrito tiene que darle a usted una explicación escrita de su posición e informarle de su derecho de apelar su decisión.
- Recibir transporte a/de la escuela de origen, si usted lo pide.
- Recibir servicios educacionales comparables a los que están provistos para otros estudiantes, según las necesidades de sus hijos.

Si usted cree que sus hijos podrían ser elegibles, contacte al oficial para la educación de los niños y jóvenes sin hogar de su distrito escolar para averiguar los servicios y ayudas que podrían estar disponibles. También puede haber apoyo disponible para sus hijos de edad preescolar.



Oficial para la educación de los niños y jóvenes sin hogar

Coordinador estatal

¿Lo Sabía?

Wooddale High School es una escuela de Título I financiada por el gobierno federal. El Título I es parte de la Ley de éxito de todos los estudiantes. El Título I requiere que las escuelas creen un ambiente de aprendizaje positivo y de apoyo que resulte en altos niveles de logro para todos los estudiantes. Los fondos están disponibles para programas y estrategias académicas, maestros adicionales y otro personal, desarrollo del personal, materiales y suministros, tecnología y capacitación para padres. Esperamos trabajar con usted y su hijo; para hacer de este un año escolar gratificante.

Derecho de los padres a saber

Todos los padres tienen derecho a solicitar lo siguiente:

- La calificación profesional de un maestro, que incluye: calificaciones estatales, licenciatura, certificación de calificaciones, exenciones
- Bachillerato y / o posgrado de un maestro, campos de respaldo, experiencia docente previa.
- Las calificaciones de un paraprofesional
- Una garantía de que el nombre, la dirección y la lista de teléfonos de sus hijos no pueden divulgarse a reclutadores militares

Todos los padres recibirán información sobre lo siguiente:

- El nivel de logro de su hijo en cada una de las evaluaciones académicas estatales.
- Su opción de solicitar un transformador a otra escuela dentro del distrito si su hijo es víctima de un crimen violento en la escuela
- Su derecho a la notificación oportuna de que su hijo ha sido asignado, o ha sido enseñado o cuatro o más semanas consecutivas por un maestro que no está altamente calificado

Para obtener información adicional, visite el sitio web del Departamento de Educación de TN en <http://www.state.tn.us/education/reportcard/index.shtml>

Wooddale High School

Título I Estudiante / Padre / Pacto Escolar 2019 - 2020

Wooddale High School es una comunidad de personal, padres, estudiantes y miembros de la comunidad que trabajan juntos para crear la mejor escuela para todos los niños. Este compacto describe cómo los padres / estudiantes / personal / escuela compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y cómo la escuela y los padres desarrollarán una asociación para ayudar a nuestros estudiantes a alcanzar los altos estándares del estado. Este pacto también comunica una comprensión común de las responsabilidades del hogar y la escuela para asegurar el éxito de los estudiantes. Este pacto ha sido desarrollado conjuntamente con los padres y será revisado durante las conferencias de padres.

Acuerdo del estudiante

Es mi responsabilidad trabajar lo mejor que pueda; por lo tanto, me esforzaré por:

- Asistir a la escuela todos los días con una actitud positiva y las herramientas necesarias para el aprendizaje.
- Llegue a tiempo a la escuela y a la clase y prepárese para trabajar.
- Completar y devolver las tareas y tareas lo mejor que pueda y buscar ayuda cuando haya una falta de comprensión.
- Participar con entusiasmo en las actividades escolares.
- Asistir a sesiones de intervención y enriquecimiento después de la escuela para mejorar las habilidades cuando sea necesario.
- Siga el Código de conducta de las escuelas del condado de Shelby y las reglas de la escuela.
- Devuelva informes de progreso firmados, boletas de calificaciones y todos los documentos que requieran la firma de un padre / tutor, incluido el pacto escolar.
- Respetar a los demás y a mí mismo.
- Use uniformes escolares apropiados.
- Aprender y practicar la resolución de conflictos de una manera positiva y no violenta.

Print - Student Name

Student Signature

Acuerdo del padre / tutor

Quiero que mi hijo lo logre; por lo tanto, seré responsable de apoyar el aprendizaje de mi hijo. Voy a:

- Conozca la visión y las metas de la escuela y trabaje cooperativamente con la escuela.
- Monitorear la asistencia y puntualidad de mi hijo a la escuela y la clase; supervisar la finalización de la tarea y las actividades extracurriculares en el hogar y en la escuela.
- Proporcionar los materiales necesarios para el aprendizaje y proporcione un lugar tranquilo y bien iluminado para estudiar y completar la tarea.
- Promover el uso positivo del tiempo extracurricular.
- Proporcionar un entorno familiar seguro y acogedor para mi hijo.
- Promueva el uso de los programas de tutoría de la escuela cuando sea necesario, tanto antes, durante y después de la escuela.
- Insistir en que mi hijo use uniformes escolares apropiados a diario.
- Animar a mi hijo a leer a diario y proporcionar una tarjeta de biblioteca para mi hijo.
- Animar a mi hijo a verbalizar sus problemas y malentendidos de manera no violenta.
- Apoyar a la escuela en sus esfuerzos por mantener un ambiente estructurado y seguro.
- Establecer y mantener comunicación y una relación positiva con los maestros de mi hijo. Asista a las conferencias de padres y apoye las actividades escolares.
- Voluntario en la escuela en áreas que son de interés para mí y para mi hijo. Observe las clases de mi hijo cuando sea necesario.
- Participar en los procesos de toma de decisiones de la escuela en lo que respecta a la educación de mi hijo.
- Creo que mi hijo puede aprender y exigir su mejor esfuerzo.

Print - Parent Name

Parent Signature

Acuerdo del maestro

Es importante que los estudiantes logren; por lo tanto:

- Cree que todos los estudiantes pueden aprender y esforzarse por satisfacer sus necesidades.

- Proporcionar currículo e instrucción de alta calidad que sea relevante, fomente un alto rendimiento académico y haga que el aprendizaje sea agradable.
- Proporcionar informes frecuentes de progreso a los padres y celebrar conferencias de padres / maestros.
- Proporcionar comunicación continua con padres y estudiantes en un formato / lenguaje que sea práctico y comprensible.
- Use una variedad de estrategias de instrucción para mejorar el progreso del estudiante.
- Proporcione un aula cálida y acogedora e invite a los padres a visitar y / u observar la clase cuando sea necesario.
- Proporcionar tareas significativas de clase y tarea para los estudiantes.
- Proporcionar a los padres recursos y opciones para ayudar a los estudiantes con la tarea.
- Discuta el pacto entre la escuela y los padres en relación con el rendimiento de los estudiantes.
- Tratar a los estudiantes con amor, respeto y aliento.
- Dedicar mi tiempo al desarrollo profesional para obtener conocimiento, lo que garantizará el logro del estudiante.

Teacher's signatures:

Period 1: _____

Period 6: _____

Period 2: _____

Period 7: _____

Period 3: _____

Period 8: _____

Period 4: _____

Period 9: _____

Period 5: _____

Period 10: _____

Acuerdo de la escuela / director

Apoyo esta forma de participación de padres, estudiantes y escuelas; por lo tanto:

- Proporcionar un entorno de aprendizaje eficaz y de apoyo que sea enriquecedor y propicio para el aprendizaje.
- Proporcionar un plan de estudios e instrucción de alta calidad para todos los estudiantes y hacer cumplir todas las reglas establecidas por SCS y Wooddale High School.
- Motivar y monitorear la instrucción del maestro para abordar varios niveles de aprendizaje de los estudiantes.
- Establecer una política de puertas abiertas que promueva la importancia de la comunicación maestro / padre y las relaciones entre la escuela, el hogar y la comunidad.
- Brindar a los padres oportunidades para ser voluntarios, participar y observar en las clases de sus hijos.
- Desarrollar conjuntamente un esquema de cómo los estudiantes / padres / escuela / personal compartirán la responsabilidad de mejorar el rendimiento académico y alentar a todos en el cumplimiento de este acuerdo.
- Apoyar a las organizaciones de padres basadas en la escuela.
- Dar a los padres acceso razonable al personal, para ser voluntarios, participar y observar en la clase de sus hijos.
- Organice conferencias anuales de padres / maestros para discutir el pacto entre la escuela y los padres y los datos para los estudiantes que fallan en lo que respecta al logro individual del niño.
- Distribuir y notificar a los padres sobre el Plan de participación familiar en un formato comprensible y uniforme y en un idioma que los padres puedan entender.
- Poner el Plan de participación familiar a disposición de la comunidad local.
- Actualizar periódicamente el Plan de participación familiar para satisfacer las necesidades cambiantes de los padres y la escuela.
- Brindar una oportunidad para que los padres envíen comentarios al distrito escolar si el Plan de participación familiar no es satisfactorio.
- Brindar asistencia para comprender los estándares estatales de contenido académico, los estándares estatales de rendimiento académico de los estudiantes, la evaluación académica estatal y local, cómo monitorear el progreso de un niño, cómo trabajar con los educadores para mejorar el logro de sus hijos y los requisitos de participación de los padres.
- Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico.
- Educar al profesorado y al personal, con la asistencia de los padres, sobre el valor y la utilidad de las contribuciones de los padres.
- Coordinar e integrar programas y actividades de participación de padres.
- Enviar comunicaciones para padres relacionadas con la escuela y los programas para padres, reuniones y otras actividades en un idioma que los padres puedan entender.
- Brindar apoyo razonable para las actividades de participación de los padres según lo soliciten los padres.
- Brindar oportunidades completas para la participación de padres con dominio limitado del inglés, discapacidades y migrantes.

Mr. John S. Bush _____

Print - Principal Name

Principal Signature

Revisado: agosto de 2019

Wooddale High School es una escuela financiada por el gobierno federal. Las Escuelas del Condado de Shelby ofrecen oportunidades educativas y de empleo sin distinción de raza, color, religión, sexo, credo, edad, discapacidad, origen nacional o información genética. Las Escuelas del Condado de Shelby no discriminan en sus programas o empleo por motivos de raza, color, religión, origen nacional, discapacidad / discapacidad, sexo o edad. Para obtener más información, comuníquese con la Oficina de Cumplimiento de Equidad al (901) 416-6670.