

East Prairie R-II School District East Prairie Elementary School School, Parent and Family Engagement Policy

Type of Title IA. Program-Schoolwide

This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children.

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

Parents are given surveys to fill out for input on their student's learning and services they receive. Also, teachers and Title teachers speak to parents by phone or in person to answer questions or give concerns to parents of students that are serviced through Title services and parent engagement activities to help contribute to our family engagement policy.

- ❖ Parents are notified of the policy in an understandable and uniform format.
- ❖ The school parent and family engagement policy is provided in a language the parents can understand.

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend.
- The agenda reflects that the purpose of the meeting is:
 - To inform parents of their school's participation in the Title I.A program
 - To explain the requirements of Title I.A. To explain the right of parents to be involved.
- The school offers a flexible number of meetings.
- Using Title I.A. funds, to promote parental involvement the school provides:
 - Funds will not be utilized for these purposes.
- The school involves parents in an organized ongoing, and timely way:
 - Through needs assessment and family surveys, parents input is taken.
- In the planning, review, and improvement of the school parent and family engagement policy. Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.
 - A meeting is held to discuss Title Services. During this time an open forum for question and discussion takes place. Parents are also asked for input on how to make the program better.

- The school provides parents of participating children:

- Timely information about the Title I.A. programs

Describe plans to provide information about the Title I.A. programs.

- Benchmark screening reports are provided to the regulation education teachers, who then

share with families.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.
 - Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.
 - Informational letter is sent home at the beginning of the school year providing information regarding curriculum, academic assessment, and data reports.
- Opportunities, as appropriate, to participate in decisions relating to the education of their children.
- Responses to their suggestions as soon as possible.

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact-The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

- The school jointly developed with parents of Title I.A. served children the school-parent compact.

The school-parent compact will: describe the ways in which all parents will be responsible for supporting their children's learning.

- Parent Checklist of Responsibilities:

I will do my personal best to:

- ☐ Supervise the completion of student homework
- ☐ Attend parent/teacher conferences
- ☐ Attend 2 parent informational meetings or activities

Describe the school's responsibility to provide-high-quality curriculum and instruction in a supportive and effective learning environment

- School Checklist of Responsibilities:

I will do my personal best to:

- ☐ Provide a safe and caring learning environment for your child
- ☐ Follow the curriculum designed for your child.
- ☐ Help your child follow the school and classroom rules.
- ☐ Provide extra support materials as needed.

Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- ☐ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed.

- ☐ Issuing frequent reports to parents on their children's progress
- ☐ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ☐ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand.

BUILDING CAPACITY FOR INVOLVEMENT

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:

- Proves assistance to parents, as appropriate, in understanding
 - The Missouri Learning Standards
 - The Missouri Assessment Program,
 - Local assessments
 - How to monitor a child's progress
 - How to work with educators to improve the achievement of their children.

The school will provide assistance through school handbooks, parent-teacher newsletters from the classrooms and school buildings. Many of our classrooms also communicate with parents through an app called Class Dojo. This gives the parents feedback on behavior and attitude in their classrooms. Teachers and grade levels also have parent help pages through private Facebook pages to communicate with parents about assignments and activities occurring at school daily.

- Provides materials and training to help parents work with their children to improve achievement
 - We provide instructional videos for parents on the internet to access from home. Learning strategies are sent to homes from teachers to help the students succeed.
- Educates teachers, specialized instructional support personnel, principals, and other school leaders, 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 parents programs, and build ties between parents and the school.
 - Professional Development opportunities are provided to teachers by the school district and local agencies.

- 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
 - To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children. The school is a partner with the Parents As Teachers Program and we also collaborate with the local DAEOC Head Start Program.
- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand.
- Provides reasonable support for parental involvement activities under this section as parents may request.

Optional additional assurances:

To ensure effective involvement of parent and to support a partnership among the school, parents, and the community to improve student academic achievement, the school may:

- ☐ Involves parents in the development of training for teachers, principles, and other educators to improve the effectiveness of parent involvement training.
- ☐ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training.
- ☐ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- ☐ Trains parents to enhance the involvement of other parents.
- ☐ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement.
- ☐ May adopt and implement model approaches to improving parental involvement.

- ☐ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- ☐ May develop appropriate roles for community-based organization and business in parent involvement activities.

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable.

- Provides opportunities for the informed participation of parents and family members, including:
 - Parent and family members who have limited English proficiency
 - Parents and family members with disabilities.
 - Parent and family members of migratory children.

We will provide information and school reports in a format and, in a language parents understand.

