



District/LEA: 096-102 CLAYTON Year: 2022-2023

Funding Application: Plan - School Level - 5000 MERAMEC ELEM. Version:  Number  Name   
 Initial Status: Approved

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School, Parent And Family Engagement Policy [Hide](#)

### 5000 MERAMEC ELEM.

### SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- Schoolwide
- Targeted

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. *Section 1116 (b)(1)*

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

Each school that qualifies for Federal Grants will have a meeting with parents to review the previous Parent and Family Engagement Plan. Parent input will be solicited at the meeting to review the Parent and Family Engagement Plan and any needed adjustments will be made. The plan is also shared via the principal's newsletter and the principal shares the information at curriculum night in the Fall.

Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

#### 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. *Section 1116 (c)(1)*

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.

*Section 1116 (c)(1)*

The school offers a flexible number of meetings. *Section 1116 (c)(2)*

Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

Transportation

Child care

Home visits

Funds will not be utilized for these purposes

*Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Parents of students receiving interventions in reading will be surveyed annually about their experiences as well as suggestions for improvement. Results of the survey will be discussed at the annual Spring meeting to review the success of the Title I.A. program and to make any needed changes.

In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Each school that qualifies for Federal Grants will have a meeting with parents to review the previous Parent and Family Engagement Plan. Parent input will be solicited at the meeting to review the Parent and Family Engagement Plan and any needed adjustments will be made.

The school provides parents of participating children:

Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

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

An explanation of the curriculum is provided at Curriculum Night in the Fall. Parents are provided access to the District website where curriculum maps are housed. Information about the Title I.A program is shared in the Principal's Newsletter and at the first PTO meeting of the school year.

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.

*Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

An explanation of the curriculum is provided at Curriculum Night in the Fall. Parents are provided access to the District website where curriculum maps are housed. The Principal's Newsletter contains information about academic assessments. Teachers provide feedback and information to families through annual parent-teacher conferences, quarterly reports, e-mails, phone calls, and additional consultation as needed. The District provides MAP achievement information and school data to all households through the District's Annual report.

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*
- Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

**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. *Section 1116 (d)*

- The school jointly develops 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. *Section 1116 (d)(1)*

The School-Parent-Student Compact, which is signed by the parent, classroom teacher, and student, details parent responsibilities:  
 "This compact outlines how the entire school staff, parents/guardians, and students participating in Title I activities, services and programs will share responsibility for improved student academic achievement.  
 Parent Responsibilities:  
 I, as a parent, will support my child's learning in the following ways:  
 - Make sure they are in school every day possible  
 - Check in with my child to ensure that homework is completed  
 - Ensure my child has the space and time to read outside of the school day  
 - Stay informed about my child's education by reading all communications from the school and responding appropriately  
 - Communicate with my child's teacher for any assistance needed to support my child's learning"

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

The School-Parent-Student Compact, which is signed by the parent, classroom teacher, and student, details the school's responsibilities:

"Staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the district's standards as follows-
  - Retain highly qualified principals and teachers
  - Provide instruction, materials, and high quality professional development which incorporates the latest research
  - Maintain a safe and positive school climate
- Hold bi-annual parent/guardian-teacher conferences to
  - Discuss the child's progress/grades
  - Examine the child's achievement
- Provide parents/guardians with reports on their child's progress through Parent/Guardian-Teacher Conferences
  - Quarterly reports i.e. conference forms or report cards
  - Emails, notes and phone calls from Reading Specialists
- Be accessible to parents/guardians through
  - Phone calls or person-to-person meetings
  - Scheduled consultation before, during, or after school
  - Scheduled school or home visits
  - Email, apps and other virtual methods of communication
- Provide parents/guardians opportunities to watch and participate in school functions based on current health guidelines
  - Grade level performances
  - Help in classrooms to support instruction, as per the directions of the general education or Specialist teacher
  - Volunteer with parties, educational trips"

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

*Section 1116 (d)(2)(A) (B),(C),(D)*

## **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

- Provides assistance to parents, as appropriate, in understanding
  - o the Missouri Learning Standards,
  - o the Missouri Assessment Program,
  - o local assessments,
  - o how to monitor a child’s progress, and
  - o how to work with educators to improve the achievement of their children.
 Section 1116 (e)(1)

Describe plans to provide assistance.

The school provides assistance and support to parents through:

- The annual parent-teacher conferences
- An explanation of the curriculum at Curriculum Night (and on the District website)
- An invitation to contact the Office of Teaching & Learning for additional information/explanation
- Parent Educators facilitate a Parent Education Series
- The school provides ample opportunities for parents to be involved in the curriculum, programming and other activities at the school level

- Provides materials and training to help parents work with their children to improve achievement. Section 1116 (e)(2)

Describe plans to provide materials and training.

Individual teachers will provide information to parents through face-to-face meetings, phone calls, and electronic communications. Parent Educators provide training through a Parent Education Series.

- 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 parent programs, and build ties between parents and the school. Section 1116 (e)(3)

Describe plans to educate school personnel regarding working with parents.

Through professional development, principals work with teachers to build skill in working with parents. There is an expectation within the district for teachers to not only respond within 24 hours, but also engage in frequent communication with parents.

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 in more fully participating in the education of their children. Section 1116 (e)(4)

Describe plans to coordinate and integrate.



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**District/LEA Comments**

**DESE Comments**

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