

"STRIVE TO ENGAGE AND CHALLENGE EVERY STUDENTS' EDUCATION TODAY FOR TOMORROW"

# GORE PUBLIC SCHOOLS

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PFE 4a District level Parent and Family Engagement Policy

## ***Gore Site and District Level Parent and Family Engagement Policy***

### **Gore Schools School Year 2023-2024**

In support of strengthening student academic achievement, Gore Schools receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Oklahoma Department of Education.

The Gore District agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are

economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.
- The school district will be governed by the following definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) 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) Other activities are carried out, such as those described in Section 1116 of the ESEA

### ***JOINTLY DEVELOPED***

The Gore School District will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA:

- All parents will be provided a copy of the current parent involvement policy along with a feedback form. Feedback forms will be accepted throughout the year and will be a voice for parents unable to attend parent involvement meetings.
- Parents will be invited to participate in yearly revisions of the parent involvement policy through the Parent Engagement Team meetings, School Council Meetings, and the Superintendent's Advisory Committee. • Parent Engagement Team meetings will be advertised through email when available, school newsletters, the all-call phone system and school calendars. All parents are encouraged to attend.
- All Title 1 Parents will receive invitations to participate in planning sessions and provide input on the School Improvement Plan (SIP); Flexible Learning Plan (FLP), when applicable; and the Comprehensive Local Education Agency Improvement Plan (CLIP).

- Plans will be posted on the district and school websites with copies available at the Board of Education Office and the school.
- The handout “What Title 1 means to Parents and Students” will be provided in a booklet which will include the parent involvement policies, the SWP, and the FLP, when applicable. The Parent-Teacher-Student Compact will be included, along with a “feedback form” to encourage input by the parent on the plans.

### ***TECHNICAL ASSISTANCE***

The School District will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

- Training for school staff will be provided for implementing effective parental involvement activities, along with year-long communication and discussion of the parent involvement policy and compacts.
- Access to District Title 1 Personnel will be easy and convenient.
- Support and assistance will be provided to the school to build effective parent capacity.

### ***ANNUAL EVALUATION***

The Gore School District will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools.

- The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.
- The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic

minority background). The school district will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Copies of the Annual Parent Survey will be sent home with each student to ensure that each parent has the opportunity to respond. The survey will be advertised using school communication methods.

- Evaluation by parents will be taken at the conclusion of all parent events and workshops.
- System wide data on parental involvement will be collected from parental events and activities and summarized and used for planning.

### ***RESERVATION OF FUNDS***

The School District will involve the parents and family members 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 90 percent of the 1 percent reserved goes directly to Title I schools.

- Currently not applicable due to grant amount

### ***COORDINATION OF SERVICES***

The School District will coordinate and integrate parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: such as Head Start, local preschool programs, and the Baptist Children's Home, that encourage and support parents in more fully participating in the education of their children by:

- Providing assistance in coordinating transitional opportunities for parents and students. Transition nights are held each spring for families with students entering 6th and 9th grades.
- Pre-K orientation is held annually.
- Multiple college nights are held at both the Ninth Grade Building and the High School to promote college/career opportunities, as well as Dual Enrollment.
- Fostering confidence in parents as their child's first teacher and supporting home as an extension of the classroom. Local parents provide books to mothers of newborns in the community.
- Partnering with community-based organizations and businesses, including faith-based organizations, in parental involvement and community outreach activities.

- The Gore District maintains a partnership with local mental health professionals who serve students and families as needed both within and outside of the school.
- The Gore District collaborates with local municipalities to provide adult education opportunities.

### ***BUILDING CAPACITY OF PARENTS***

The School District will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments including alternate assessments.
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

1. Assistance will include such activities as Parent Conferences, Parent Workshops, easy and convenient access to school personnel to discuss topics as requested by parents, PTO meetings, hand-outs, flyers, and newsletters.

2. The school district will, with the assistance of its schools, 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:

- Power School Workshop, and other appropriate trainings,
- Newsletters with guidelines and tips for promoting family reading to support vocabulary development, reading comprehension, and understanding of mathematical concepts.

### ***BUILDING CAPACITY OF SCHOOL STAFF***

The School District will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff 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 schools by:

- Providing training on effective ways to communicate with parents, and strategies for promoting parent involvement.

- Promote cultural understanding.

- Identify ways to involve parents in the homework process.

\*All communications regarding programs, meetings, and activities will be provided to parents in a format, to the extent practicable, and in a language that parents can understand.

Adopted by the Board of Education on July 1, 2020