

**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](#)

## **4730 GATEWAY 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.

Gateway Elementary hosts a back-to-school meeting. Parents will be required to sign an attendance agreement, cell phone and technology policy. The FCS will provide an opportunity for parents to volunteer and provide parents with a student/parent handbook. Gateway Elementary recognizes that parents/guardians, families, schools, and the community share the responsibility for the education of our children. Creating positive home, school, and community partnerships is essential to carrying out this shared responsibility successfully. Collaboration between all school personnel and parents/guardians is essential to support student learning. School personnel encourage and involve parents/guardians by providing a variety of opportunities for involvement, while recognizing and respecting the diverse needs of families in their community. The school will host PTO and special activities to encourage parents to participate and have input in the family engagement planning and school-wide planning. The school will also send out flyers and newsletters and hold parent meetings monthly. The school will also utilize the school website, district website, Facebook and Class Dojo app to communicate regularly with parents/guardians, families, schools, and the surrounding community..

- 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.

Gateway's school planning committee includes five parents that attend and support our school by volunteering and attending monthly meetings and activities. Our parent ambassadors will assist in facilitating our review/evaluation sessions. Parental input is encouraged during annual meetings, PTO.

- ☑ 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.

Parents and staff partner together to develop the school parent and family engagement policy. Parents attend Title I Annual Meetings in September and January to review and revise plans and make suggestions based on students' needs and school improvement goals. Will be distributed during the annual meetings and posted on our website for review from October-November. In December, we will make final revisions based on parent input surveys and evaluations

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.

Parents receive information about Title I programs through School Handbook, Open House, Class Dojo, Parent-Teacher Conferences, Monthly calendars, flyers, emails, phone calls, website, activities, assemblies, conversations, Parent/School Compact, PTO and, Annual Title I Meetings in September and January..

- ☑ 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.

Communication between school and home will be an ongoing process with reports reflecting students' progress. Staff will facilitate and help parents to understand the MAP Assessments, academic content standards, student academic proficiency level, and how to work with the school to improve academic achievement of students, during Annual Title I Meetings, PTO,

F.A.C.E., Parent-Teacher Conferences, SIT and IEP Meetings, individual meetings, as well as Report Cards, Progress Reports, phone calls, Class Dojo, letters and website information sent home. Teachers will keep a classroom data tracker that contains student data and can be viewed by parents. Teachers use the data to drive instruction and to determine what interventions/enrichment skills are needed. Parents are encouraged to attend meetings to view school's or their child's assessment data. Missouri Assessment Data is sent home to parents at the beginning of the school year. Student progress can be monitored by the following:

- Weekly PLC meetings are held to discuss student progress/data. Collaboratively, teachers, AIC, Math Specialist, along with administrator, analyze contributing factors/student progress and determine the best course of action.
- Struggling students are identified through several methods, via, formal/informal observation, CFA/CSA Testing, STAR, and Teacher-Made Assessments. This information is discussed with parents or sent home with students. Students are encouraged to improve their performance and understand their data. Staff will provide clear information in a format that is practicable and in a language that parents understand. Parents are encouraged to participate in school level programs such as volunteering, tutoring, reading partners, and other activities throughout the school year.

- 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)*

Parents will attend at least four (4) PTO Meetings, attend Parent-Teacher Conferences, and attend bi-annual Title I Meetings held in September and January. Parents will do the following: keep information updated; make sure students are in school daily, on time, and not picked up early; sign and return homework and behavior notices, make sure that students are respectful toward others and not disruptive in the classroom; listen to their children read aloud, volunteer in their child's classroom; assist with programs and field trips, and plan to view educational programs to emphasize the importance of education.

- ☑ 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 will provide high quality curriculum and instruction in a supportive and effective learning environment by:

- Explain instructional goals and grading system to parents.
- Maintain a safe and positive school climate.
- Communicate and collaborate with parents to ensure each child achieves his/her best.
- Participate in professional development to improve teaching skills and broaden knowledge so that teachers can be the best.
- Students in Grades 4 and 5 will present data to parents during Parent-Teacher Conferences.
- Hold annual meetings to inform parents of their school's participation in Title I, explain Title I requirements, and explain parent's right to be involved.
- Hold annual Parent-Teacher Conferences to:
  - Discuss the child's progress/grade during the quarter.
  - Discuss this compact as it relates to the child's achievement.
  - Examine the child's achievement and any pending options at the end of the third quarter.

Provide parents with frequent reports on their child's progress as follows:

- Give each child homework and behavior notice to take home.
- Phone calls, letters, email, School messenger or person-to-person meetings.
- Scheduling one-on-one meetings with parents before and after school.
- Scheduling school or home visits.

Provide parents opportunities to volunteer and participate in their child's class and observe classroom activities as follows:

- Listen to children read aloud or read to class.
- Help with classroom activities and projects, etc.
- Assist with holiday programs or parties, educational trips, etc.
- Volunteer each quarter at your child's school.

- ☑ 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.

Communication between school and home will be an ongoing process with reports reflecting students' progress. Staff will facilitate and help parents to understand the MAP Assessments, academic content standards, student academic proficiency standing, and how to work with the school to improve academic achievement of students, during Annual Title I Meetings, PTO, Parent-Teacher Conferences, SIT and IEP Meetings, individual meetings, as well as Report Cards, Progress Reports, phone calls, Class Dojo, letters and website information sent home. Teachers will keep a classroom data tracker that contains student data and can be viewed by parents. Teachers use the data to drive instruction and to determine what interventions/enrichment skills are needed. Parents are encouraged to attend meetings to view school's or their child's assessment data. Missouri Assessment Data is sent home to parents at the beginning of the school year. Student progress can be monitored by the following: • Weekly PLC meetings are held to discuss student progress/data. Collaboratively, teachers, AIC, Math Specialist, along with administrator, analyze contributing factors/student progress and determine the best course of action. •

Struggling students are identified through several methods, via, formal/informal observation, CFA/CSA, STAR, and Teacher-Made Assessments. This information is discussed with parents or sent home with students. Students are encouraged to improve their performance and understand their data. Staff will provide clear information in a format that is practicable and in a language that parents understand. Parents are encouraged to participate in school level programs such as volunteering, tutoring, reading partners, and other activities throughout the school year.

- ☑ 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.

Staff will provide 1st and 4th quarter strategies to parents to increase positive impact on the students' academic success and specific ways to support students' academic work at home, such as homework packages, spring-break packages, reading and math, and website game activities. Parents will receive monthly newsletters containing information about the curriculum used in the school, the type of academic assessments used to measure student progress, and scheduled district/school meetings and events. Parents will be encouraged to ask questions to gain clarity of curriculum during monthly meetings and by contacting the classroom teacher as needed. Staff will explain in clear terms the instructional goals and grading system to students and parents during monthly meetings. Staff will provide reading and math activities for parents during PTO meetings. Parents can support high student achievement through monitoring, volunteering and observing in the classroom.

- ☑ 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.

Teachers will participate in ongoing Professional Development to gain knowledge of and practice skills that will broaden their knowledge of new skills to ensure proficiency in the classroom. Parent Ambassadors and staff are encouraged to attend annual meetings and discussions to inform parents of their school's participation in Title I, explain Title I requirements, and explain parents' right and encourage their involvement. Teachers are encouraged to attend at least 2 PTO Meetings.

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.

Plan positive parenting skills meetings that focus on the importance of partnering with classroom teachers to improve the quality of classroom activities, observing the learning process in the classroom to support learning at home, and understanding child development and learning styles. Parents are encouraged to participate in programs such as PTO, Toys for Tots, Salvation Army, Gateway Greening, and Food Court.

- 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. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

#### **Optional additional assurances**

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: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- 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. *Section 1116 (e)(7)*
- 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. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*



- 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. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

#### **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.
  - Parent and family members with disabilities.
  - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*