

Everton R-III Schools

School, Parent and Family Engagement Policy



Policy Involvement

Annually, a copy of the district's parent involvement policy is distributed, and a survey is conducted. A portion of the survey concerns the school's parent involvement policy. At subsequent meetings, a committee of parents, teachers, and school leaders meet and review the results, analyze and make any necessary changes.

At the beginning of the year, the school 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 for the meeting reflects 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, and to explain the right of parents to be involved.

If needed, the school will offer a flexible number of meetings to insure the ability of parents to attend. In addition, the school may try to promote more parent involvement by offering child care services during meeting times so parents can attend.

Through meetings during the year, the school involves parents in the planning, review and improvement of the Title I.A program and the Schoolwide program plan in the school. Parents have a variety of ways to take part in the analysis of data, development and evaluation of the Schoolwide program. Parents are invited to share their opinions of the current Schoolwide plan via a survey. Furthermore, they are invited to attend sessions that analyze assessment and survey data, and review, discuss and strategize goals, needs, and measurements to be utilized in the Schoolwide Plan.

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A parent information session will be held at Meet the Teacher Night that discusses Title I services, and how they will be provided. In addition, a brochure will be distributed (given out or sent) which outlines

the parent involvement policy, Title I services, how they can get involved, and contact information for questions or concerns about the Title I program.

Teachers and school leaders will explain the curriculum, academic assessments, and MAP achievement levels via syllabi, handbooks, class and school-wide newsletters and bulletins. MAP results can be given with information to parents via home-school communications that include a how to read guide, in addition to parent-teacher conferences.

Shared Responsibility for High Student Achievement

The Home-School 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.

During annual meetings, the Home-School Compact is reviewed for any needed amendments. Suggestions for changes may be submitted to the group, and if democratically decided, amendments will be made to the Home-School Compact.

Parents

The Home-School Compact describes ways in which all parents will be responsible for supporting their children's learning through the following means:

- Make students are at school every day possible.
- Check backpacks for home-school correspondence
- Check that homework is completed.
- Monitor the amount of time spent with electronic devices (phones, tablets, games, and television.
- Read with/to my child every day for a minimum of 30 minutes.
- Take advantage of opportunities to volunteer at my child's school.
- Learn the obligations of, and be involved in my child's extracurricular activities.

Stay informed about my child's education by reading all communications from the school and attend parent-teacher conferences or make alternate communication plans with my child's teacher.

Everton Elementary

The Home-School Compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment through the following means:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows -
 1. Retain highly qualified principals and teachers.
 2. Provide instruction, materials, and high quality professional development that incorporates the latest research.
 3. Maintain a safe and positive school climate.
- As needed, hold periodic parent meetings to solicit and/or problem solve issues as they arise.

- Hold annual parent-teacher conferences to -
 1. Discuss the child's progress/grades during the first quarter.
 2. Discuss this compact as it relates to the child's achievement.
 3. 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 -
 1. Mid-quarter reports sent home by the school.
 2. Quarterly grade cards/reports sent home by the school.
 3. Suggestions from the classroom teacher as applicable.
- Be accessible to parents through -
 1. Phone calls or person-to-person meetings.
 2. Scheduled consultation before, during, or after school.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows -
 1. Listen to children read.
 2. Help with classroom decorations, art projects, etc.
 3. Present a program on your job, skills and hobbies, organization membership, culture, a different culture, etc.
 4. Assist with holiday programs or parties, educational trips, etc.

Communication

The Home-School Compact should address the importance of communication between teachers and parents on an on-going basis through the following means, and any other as deemed necessary:

- 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 should:

1. Provide assistance to parents, as appropriate, in understanding: the Missouri Learning Standards, the Missouri Assessment Program, local assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Through the following means:

- * Parent information session at Meet the Teacher Night
- * Syllabi, Assessment result reports, newsletters, and various other school-home correspondence
- * Family literacy/math nights

- * Family events at the book fair
 - * Parent-teacher conferences
 - * Parent meetings
2. Provide materials and training to help parents work with their children to improve achievement through the following means:
- * speakers, books, and consumables to aid in parent meetings, family literacy & math nights, and educational campaigns such as test prep activities.
 - * maintain and add to the parent collection (parenting, books for students and parents to read together, information about education standards, etc.)in the library
 - * family literacy/math nights
 - * parent meetings
3. Educate teachers, specialized instructional support personnel, principals, 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 through the following means:
- * Professional Development and/or group or individual mentoring sessions based on the importance of parental involvement
 - * role play possible parent-teacher situations
 - * techniques to engender a heightened positive parental 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, will 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.

Plans to coordinate and integrate include:

- * Invite parents of preschool students in the area to attend parent meetings, assemblies, family events, and Book Fair events, etc.
- * Invite parents to come to Kindergarten Camp, for the orientation of both students and parents.

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:

- * 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.
- * 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.
- * Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs

Accessibility

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

1. Opportunities for the informed participation of parents and family members, including: parents and family members who may have limited English proficiency, disabilities and/or be considered migrant
2. Information and school reports in a format and language parents understand.