

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](#)

4400 Cole

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.

-The community needs centered on building healthy relationships. At the beginning of each school year, facilitate a Parent Orientation as part of our staff PD, allowing additional time for staff to brainstorm how the information can and be used in proactive communication as well as when addressing inevitable conflicts between parents and staff, parents and parents, and staff and staff. -We also need to fill the position with a motivated and willing interview that respects the school culture. (New) -We seek and obtain our agreements through our parent orientation process. This process includes the steps of seeking and obtaining agreements of not just parents but the family structure as a whole. Parents are aware that upon completing the Pamoja's Parent Interview allows a full understanding and expectations in enrolling their children. BKG Pamoja's Parent Interview is a parent's first step in our process of engaging parents and family in the engagement policy during the Parent Interview. - Parents learn about Pamoja's African-Centered Schooling Process. It prepares children to do well in this environment, as well as at any school. Parents recognizes the component of African Centered Education as an essential part of the child development once enrolled. At the end of the Parent Interview, parents decide if they want to enroll their child (ren). Their decision to enroll is their second act of agreement to our parent and family engagement policy. -The Parent Interview sets the foundation for parent accountability. Once the school year begins, a welcome packet goes home to families. In the welcome packet, parents receive a student handbook, policies and procedures of the school, and the parent, student and teacher compacts. Students who return packets signed by their parents receive incentives.

Once enrollment is over and the new year is underway, the new family receives the packet prior to enrollment with all necessary signatures..

- 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.

We invite our parents to the process along with administrative staff. We have consistent parents who are engaged on every level of academics as well as school events and celebrations

- 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 are directly involved with the altering of our policies of the school and providing input through our Title 1 Meetings at the top and in the middle of the year.

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.

This information is communicated during open house which is in August, our Title 1 Meeting in September and again in April

- 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.

The reading levels/scores are on report cards. We use every chance we get to discuss academics. We try to focus on the social and emotional of education and we believe that MAP scores, reading levels and overall academic will follow. Per our demographic, we would do better by focusing on how to create

a student that is ready for academic success, more so than curriculum, assessments, and MAP, which many of our families are out of tune.

- 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)*

Our school Parent Compact is also included in the welcome packet. We ask our families to ensure that children get the following: • Allow proper sleep • Area at home quiet and conducive to learning • Encourage the child to do their best • Have them to school on time • Ensure that the read 15-30 min a day • Have conversations about their school day • Be enthusiastic about learning • Attend Parent teacher conferences

The Schools Responsibility includes the following: • Providing a safe school environment • Consistent communication on the academic standings of the students • Give homework Monday-Thursday • Be available to speak with parents during the planning period • Be willing to address any curriculum questions or academic concerns in a timely fashion

- 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.

Most assessments go home. We plan to hold family functions on how to teach reading, things done at home to ensure the child is moving forward academically. We have parent meetings that allow the space for parents to speak on any concerns.

- 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.

We have an entry interview process that introduce parents to African-Centered education and introduce parents to the learning process. We also have workshops already in the works; we are currently working on how to get parents involved enough to attend.

- 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.

We provide parents with our welcome packet, which includes information such as materials and training resources. We also meet and provide workshops and have specialized parent meetings around improving achievement. We also, work with teachers to improve communication with parents. We also offer parenting workshops.

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.

We allow opportunities in meetings to discuss ways that parents can be involved. We have not gotten the type of participation that we would like. Ultimately our plan is to understand that the current condition of our families, with work, home, take care of the family, getting to the school may not be a priority, however, we want them to be informed about things that they can implement at home and in their spare time to ensure they are bringing a teachable child. The school allows home visits by staff in order to improve working relationships. The school will also begin to facilitate virtual meetings using either Teams or Zoom with the parents, including the student to further align the parent with the mission of the school and better enhance the parent-school relationship

- 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)*