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

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School, Parent And Family Engagement Policy Hide

4100 CHOUTEAU ELEMENTARY

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

- [x] 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.

Parents are invited twice a year (fall and spring) to a Title I meeting. In the spring, families are presented title 1 right to know information. In the spring, families are given the opportunity to provide feedback on the school's Title 1 plan and school compact.A copy is distributed to families at this time.
To support this partnership, we send out a Title I Parent Survey twice each year- once in the fall and again in the spring. This survey allows families to share their experiences, ideas, and feedback about how we can improve our Title I programing. Topics typically include communication, school climate, academic support, and opportunities for parent involvement.
In addition to the surveys, Chouteau holds two Title I Parent Meetings each year- also in the fall and spring. These meetings are open to all families and provide valuable information about:
-What Title I funding is and how it supports our school
-The academic programs and interventions in place to support students
-How families can be involved in decision-making and school activities
-Ways parents can support learning at home.
These meetings are also a time for families to review and provide input on our Family Engagement Policy and our School-Parent Compact. These documents outline how the school and families will work together to support student learning and success.
The feedback provided through both the surveys and meetings is thoughtfully reviewed by our staff and leadership team. It directly informs the revisions we make to our Family Engagement Policy each year. Once updated, the policy is shared with all Chouteau families so that everyone has a clear understanding of our shared commitments and how to stay involved. The policy is provided in multiple languages to support families.

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

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

POLICY INVOLVEMENT

- [x] 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)*
- [x] The agenda reflects that the purpose of the meeting is
    - [x] To inform parents of their school's participation in the Title I.A program
    - [x] To explain the requirements of Title I.A
    - [x] To explain the right of parents to be involved.

    Section 1116 (c)(1)

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

- [x] Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
    - [ ] Transportation
    - [ ] Child care
    - [ ] Home visits
    - [x] 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.

Chouteau send out a School-Wide Title I survey twice a year to receive feedback. We take that feedback from the survey, along with in person feedback from our parents at the Spring Title I meeting to improve the Title I program. Parents are encouraged multiple times throughout the survey window to provide feedback. The Survey is sent out multiple ways as well.
-The Schoolwide Program Plan, including instructional focus areas, student supports, and professional learning for staff,
-The Family Engagement Policy, ensuring it reflects parent priorities and supports meaningful engagement,
-The School-Parent Compact, ensuring shared responsibility for student success is clearly communicated.
Updated versions of these plans and policies are shared with all families at the start of each school year and made available in accessible formats.
We use the survey to really drive our next steps in our school planning. Below is our data from our Spring Survey. We will use this data to ensure that we are being responsive with our families needs.

☑ 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 invited to the Title I Fall & Spring Meeting to discuss and review the Title I School-Wide program, including the parent and family engagement policy. Parents are encouraged to attend the in-person meeting, and provide feedback at and before the meeting through the survey link. We ask families to provide ideas they would like to see at our parent involvement nights as well.
Each school year begins with a collaborative review of the existing Parent and Family Engagement Policy during our Fall Title I Parent Meeting. At this meeting, families learn about the policy's purpose, how it supports student success, and how it aligns with Title I requirements. Parents are then invited to provide input on ways we can enhance communication, increase engagement opportunities, and better support learning at home.
We also provide families with the Title I Parent Survey in both fall and spring. This survey includes specific questions about their experiences with family engagement and allows them to offer ideas for how the school can better partner with families.
In the Spring Title I Parent Meeting, we revisit the policy and share data and themes from the fall and spring parent surveys. Parents have the opportunity to review the current policy in small groups or individually and give feedback on which strategies are effective and where improvements are needed. We also review the School-Parent Compact during this time, ensuring it continues to reflect shared responsibility between the school and families.
All input from meetings, surveys, and ongoing family conversations is carefully reviewed by our school leadership team. We use this feedback to revise and update the Parent and Family Engagement Policy annually. Specific suggestions from families are incorporated into the policy to ensure it is relevant, inclusive, and responsive to our school community's needs.
Once finalized, the updated policy is distributed to all Chouteau families at the beginning of the school year and is available in multiple languages and formats to ensure accessibility. The policy is also posted on our school website and highlighted at family engagement events throughout the year.

The school provides parents of participating children:

- [x] 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 are invited to the Title I Fall & Spring Meeting to discuss and review the Title I School-Wide program, including the parent and family engagement policy. Parents are encouraged to attend the in-person meeting, and provide feedback at and before the meeting through the survey link. We ask families to provide ideas they would like to see at our parent involvement nights as well.
Information about our Title I program is also sent home in a variety of ways:
Physical: Flyers w/ Survey links, Electronic: Classdojo school messenger, as well as on our school website.
We ensure all communication is accessible and written in family-friendly language. For families needing assistance, staff are available to explain Title I programs individually through phone calls or in-person meetings.
The school handbook and annual welcome packet,
Regular school newsletters, emails, and announcements,
A dedicated section on our school website outlining Title I programming, supports, and updates,
Translated materials and interpretation support for non-English-speaking families.
Chouteau regularly integrates Title I information into events such as Curriculum Night, Parent-Teacher Conferences, Literacy Nights, and Family Engagement Events. These informal settings provide an opportunity for families to ask questions and learn more about how Title I supports their child's education in a welcoming and interactive environment.

☑ 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.

At the beginning of the year we have a Title I family curriculum night in which teachers meet with parents and explain the curriculum, academic assessments, and MAP achievement levels. This information is shared with parents at parent/teacher conferences as well as throughout the school year by teachers. Parents receive information about curriculum throughout the school year via classdojo and assessment reports after each assessment. We also meet with families after the fall and winter benchmarks for parent/teacher conferences.
We provide families with detailed information about the grade-level curriculum and academic expectations through the following methods:
Curriculum Night (Fall): Teachers present an overview of core subjects (ELA, Math, Science, Social Studies) and explain the standards-based curriculum, instructional strategies, and classroom expectations.
Grade-Level Newsletters and Updates: Sent regularly to families, these updates include what students are currently learning and ways families can support learning at home.
School Website and Family Handbook: These resources include summaries of district-approved curricula, including links to Missouri Learning Standards.
Parent-Teacher Conferences (Fall & Spring): Conferences include discussions about individual student progress and instructional goals aligned to curriculum expectations.
MAP Family Guides: Sent home and available online, these explain the structure of MAP tests, the grade-level content covered, and the meaning of achievement levels (Below Basic, Basic, Proficient, Advanced).

☑ 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 Compact talk about how the parent will be an advocate for their child, make learning a priority, make sure their child comes to school regularly and ready to learn, read with their child, discuss what child is learning and demonstrate support of the child's teacher, and support and participate in school organizations, programs, and activities.

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

The compact says that the school will: Be the child's advocate. Value, respect, and demonstrate support of every child and their family. Appreciate the wealth of cultural diversity at Chouteau Elementary. Provide a safe, positive, and healthy learning environment for each child. Assist all students in meeting or exceeding the high standards for the Missouri Assessment Program (MAP). Provide innovative and creative instruction to help needs of all learners. Communicate homework, class work expectations, student progress, and share ways to support learning at home. Set High expectations for every child. Teach children to think independently by developing problem-solving, decision making and interpersonal skills.

☑ 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 information above is presented to families during our Fall Title I Curriculum Night, as well as during our Fall and Winter parent/teacher conferences. Information on how to access Canvas (student online work), Seesaw, etc...;. is shared with parents. Grade cards are provided electronically four times a 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.

Parent communication is expected and important. Staff is trained on using ClassDojo during preservice, as this is the universal tool used at Chouteau for parent communication. The principal also hosts meetings before parent-teacher conferences to train and support staff on the universal approach to information shared and how to communicate and partner with families. School-wide family newsletters are shared with parents, along with information and educational posts on ClassDojo from the staff multiple times a week. The communication supports parents working with their children in academic areas. Parent events are also held throughout the year to help support their student's success.

- [x] 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.

It is an expectation from the principal that teachers and staff utilize class dojo on a regular basis to communicate with parents. The principal also expresses to staff at staff meetings and newsletters the importance of communicating and engaging with our families.

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

- [x] 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.

Our school's social worker works closely with other programs or activities to involve our families with their resources. We also work closely with our preschool families and engage them in activities. All information related to school and parent programs are communicated with families through classdojo and school messenger.

- [x] 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)*

- [x] 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)*

- [x] 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)*

- [x] 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)*

- [x] 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,

- [x] Provides opportunities for the informed participation of parents and family members, including:
  - [x] Parent and family members who have limited English proficiency.
  - [x] Parent and family members with disabilities.
  - [x] Parent and family members of migratory children.
- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Show

Schoolwide Program Show

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District/LEA Comments

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