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

4560 TOPPING 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.

At Topping, we believe that strong partnerships between home and school are essential to student success. As a Title I School, we are committed to providing high-quality instruction and meaningful support to all students, and we know that parent and family engagement plays a critical role in achieving that goal.
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 programming. Topics typically include communication, school climate, academic support, and opportunities for parent involvement.
In addition to the surveys, Topping holds two Title I Parent Meetings each year- 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 Topping 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.

At Topping, parent and family engagement is a vital part of our school's success and an essential component of our Title I.A and Schoolwide Program planning. We are committed to creating opportunities for families to play an active role in shaping the programs and policies that impact their children's education.
Each year, families are invited to participate in the development and planning of our Title I.A program. During our Fall Title I Parent Meeting, we share information about:
How Title I funding is used to support student learning,
Academic goals and instructional strategies aligned with our Schoolwide Program Plan,
Intervention supports and resources available to students and families.
Parents are encouraged to ask questions, give suggestions, and provide input on our academic and family engagement priorities. This feedback is used by our leadership team to guide planning decisions for the upcoming school year.
We conduct biannual Title I Parent Surveys in the fall and spring to gather ongoing feedback about the effectiveness of our Title I programming. These surveys ask parents to reflect on communication, engagement opportunities, support for learning at home, and the overall impact of the Title I program.
Additionally, the Spring Title I Parent Meeting provides a dedicated time for reviewing our current Family Engagement Policy, School-Parent Compact, and Title I strategies. Parents review how well the program is meeting students' needs and suggest areas for growth. Input gathered from surveys, meetings, and informal feedback is reviewed by our school leadership team. This team uses parent input to revise and strengthen:
-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.

At Topping, we view families as essential partners in the academic and social success of our students. We ensure that parents are meaningfully involved in the planning, annual review, and improvement of our Parent and Family Engagement Policy through multiple, intentional strategies designed to promote collaboration, transparency, and shared decision-making.
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 Maplewood 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.

Each fall, Topping hosts an Annual Title I Parent Meeting, which is widely advertised through flyers, emails, school newsletters, social media, and our school website. During this meeting, families receive comprehensive information about:
We repeat this process again in the spring through a second Title I Parent Meeting, which focuses on reviewing program outcomes and gathering input for the next year's Title I planning and Family Engagement Policy updates.
What Title I.A funding is and how our school qualifies,
How the funds are used to support student achievement (e.g., staffing, interventions, instructional materials),
Parent rights under Title I.A,
Opportunities for parent and family engagement in school planning and decision-making.
We repeat this process again in the spring through a second Title I Parent Meeting, which focuses on reviewing program outcomes and gathering input for the next year's Title I planning and Family Engagement Policy updates.
Information about the Title I.A program is also shared through:
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.
Topping 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 Topping, we recognize that informed families are empowered partners in student success. We provide parents and guardians with multiple opportunities throughout the school year to learn about the curriculum, academic assessments, and Missouri Assessment Program (MAP) achievement levels, ensuring that families understand what students are expected to learn and how progress is measured.
We provide families with detailed information about the grade-level curriculum and academic expectations through the following methods:
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).
MAP Score Report Review: In the fall, families receive their child's official MAP report with an explanation of achievement levels and performance compared to state expectations. Staff are available to assist families in understanding the data and setting goals for growth.

☑ 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)*

To foster a collaborative environment and support the academic success and well-being of our students, we ask that parents and guardians commit to the following responsibilities and expectations:
1. Teach and Model Values:
o Parents are expected to instill core values such as respect, responsibility, and perseverance in their children. Modeling these values at home helps children understand their importance and apply them in their daily lives, including their school environment.
2. Maintain Communication Between the Family and School:
o Utilizing the Title I Compact, parents should ensure regular and open communication with teachers and school staff. This helps to stay informed about their child's progress and any areas needing attention. Continuous communication fosters a strong partnership and supports student success.
3. Be Enthusiastic Towards School:
o Demonstrating a positive attitude towards education and school activities encourages children to adopt a similar outlook. Parents' enthusiasm for school can motivate children to engage more actively in their learning.
4. Teach Children to Take Responsibility:
o Parents should guide their children in understanding and taking responsibility for their actions, assignments, and behavior. Encouraging accountability helps children develop independence and a sense of ownership over their learning.
5. Value the Importance of Education:
o By showing that they value education, parents emphasize its significance to their children. Supporting and prioritizing educational activities at home reinforces the message that learning is important.
6. Be Active in Conferences, Family Involvement Events, and Programs:
o Participation in parent-teacher conferences, family involvement events, and school programs is crucial. Active engagement in these activities helps parents stay connected with their child's education and the school community.
7. Send Students Well-Rested, Prepared to Learn, and On Time:
o Ensuring that children get enough rest, come to school with the necessary materials, and arrive on time is vital for maximizing their learning potential. A well-prepared and punctual student is better positioned to focus and succeed academically.

☑ 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 is committed to ensuring that all students receive a high-quality education within a supportive and effective learning environment. This responsibility encompasses several key areas:

1. Fostering Creativity and Critical Thinking:
o The school promotes innovative thinking and problem-solving skills through a curriculum that encourages students to explore, question, and engage in creative activities.
2. Holding Children Accountable for Behavior, Academic Achievement, and Digital Citizenship:
o Students are expected to adhere to standards of behavior and academic performance. The school also emphasizes the importance of responsible digital citizenship, teaching students how to navigate online environments safely and ethically.
3. Keeping Family Members Informed and Partnering with Families to Maximize Student Success:
o Regular communication with families is prioritized to keep them informed about their child's progress and school activities. The school will work in partnership with families to support student success, valuing their input and involvement.
4. Instilling and Modeling Responsible and Respectful Behavior:
o Staff members model and teach responsible and respectful behavior, setting a positive example for students to follow. This helps to build a school culture based on mutual respect and accountability.
5. Meeting Students' Individual Needs:
o The school recognizes the unique needs of each student and strives to provide tailored support and resources to address those needs, ensuring that every student can succeed.
6. Providing Developmentally Appropriate Instruction for All Students:
o Instruction is designed to be developmentally appropriate, meeting students at their level and challenging them to grow academically. This approach helps to ensure that all students are engaged and making progress.
7. Providing a Safe, Respectful, and Positive Learning Environment:
o The school is committed to maintaining a safe and welcoming environment where all students feel respected and valued. A positive school climate is essential for effective learning and student well-being.
8. Making Learning Enjoyable and Challenging for Each Individual Student:
o Lessons are designed to be both enjoyable and challenging, engaging students in ways that make learning exciting and meaningful. This helps to foster a love for learning and academic curiosity.
9. Embracing Diversity, Respect, Responsibility, and Life Skills:
o The school values diversity and teaches students to respect and appreciate differences. Emphasis is also placed on teaching responsibility and essential life skills that prepare students for success beyond the classroom.
10. Being a Culturally Responsive Educator:
o Teachers are trained to be culturally responsive, understanding and respecting the diverse backgrounds of their students. This approach ensures that the curriculum and instruction are inclusive and relevant to all students.

By focusing on these areas, the school aims to provide an education that not only meets academic standards but also supports the overall development and well-being of each student. This holistic approach is essential for creating a nurturing and effective learning environment.

☑ 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.

We provide this assistance on an ongoing basis as needed by parents. Additionally, we ensure that every parent/guardian receives this support during our fall family conferences and our spring student-led conferences. We highly value an open-door policy, and parents/families routinely reach out to us for assistance as they work to maximize their academic support for their child. During family curriculum events, we provide connections to standards. We also; share resources and strategies that parents can use at home to support their child's learning; provide regular updates and feedback on student progress to keep parents informed and engaged; encourage parents to participate in classroom activities and volunteer opportunities to better understand the learning environment and curriculum; and maintain open lines of communication through various channels, including email, phone calls, and in-person meetings, to address any questions or concerns promptly. By offering these supports and maintaining a strong partnership with parents, we aim to enhance the educational experience and academic success of every student.

☑ 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 provide materials and training for our parents on an ongoing basis. This information is shared with every parent/guardian during our fall family conferences and spring student-led conferences. We highly value an open-door policy, encouraging parents and families to reach out to us for support as they work to maximize their child's academic achievements. We also offer guidance to help them improve their child's performance. During family curriculum events, we provide connections to standards and offer additional resources as needed.

- [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.

At our school, fostering effective collaboration between school personnel and parents is a key objective. We recognize the importance of Title I funds in enhancing this partnership and have devised a comprehensive plan to educate our school personnel on working with parents using Title I funds.

1. Needs Assessment: Conduct a thorough needs assessment to identify specific areas where school personnel require training and support in engaging parents. Gather feedback from teachers, administrators, counselors, and support staff to pinpoint the most relevant topics.
2. Professional Development Workshops: Utilize Title I funds to organize targeted workshops and training sessions. Collaborate with educational experts, consultants, and experienced educators to deliver engaging sessions that focus on effective communication, cultural competence, parent involvement strategies, and building positive relationships.
3. Incorporate Title I Guidelines: Ensure that all training content aligns with Title I guidelines and objectives. Emphasize the importance of Title I funding in enhancing parent engagement and student success.
4. Diversity and Inclusion Training: Allocate Title I funds to provide specialized diversity and inclusion training for school personnel. Equip staff with the skills to work with parents from diverse backgrounds, cultures, languages, and socioeconomic statuses.
5. Technology Integration: Utilize Title I funds to incorporate technology tools and platforms that facilitate communication between school personnel and parents. Train staff on using digital resources for sharing updates, assignments, and progress reports.
6. Parent-Teacher Communication Strategies: Provide training on effective communication strategies, including active listening, two-way dialogue, and empathetic communication. Demonstrate how regular and meaningful communication fosters positive relationships with parents.
7. Cultural Competency Workshops: Organize workshops that promote cultural understanding and sensitivity. Train school personnel to recognize and respect the diverse values and traditions of students' families.
8. Collaborative Planning Sessions: Utilize Title I funds to facilitate collaborative planning sessions where school personnel share best practices, success stories, and challenges related to parent engagement. Encourage peer learning and idea exchange.
9. Ongoing Support and Feedback: Allocate a portion of Title I funds for ongoing support, mentoring, and coaching for school personnel. Provide opportunities for reflective discussions, feedback loops, and continuous improvement.
10. Evaluation and Assessment: Allocate funds for evaluating the effectiveness of the professional development initiatives. Gather feedback from school personnel and parents to measure the impact of the training on parent engagement and student outcomes.
By utilizing Title I funds for targeted professional development, we aim to equip our school personnel with the skills, knowledge, and tools necessary to foster meaningful and productive partnerships with parents. This investment will not only enhance student success but also create a collaborative and supportive school community.

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.

All grade-level students, parents, family members, and teachers, including those from early childhood programs, are invited to all family events. In addition to these inclusive events, there are also separate activities and parent-specific events tailored to various needs. Our social workers, building staff, office personnel, and District leadership are all available as resources to parents and family members, ensuring comprehensive support and integration.

- [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)

- [x] 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)*

- [x] 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)*

- [x] 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)*

- [x] 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)*

- [x] 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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