

School, Parent, and Family Engagement Policy

School, Parent, and Family Engagement Policy



Dear Jefferson Elementary Families,

We are posting two documents for your review and information about **federal funding and parent and family engagement** at Jefferson Elementary.

The first document explains how families and school staff work together to support student learning, communicate about progress, and involve parents in planning and improving our Title I program. We encourage you to review it and share your questions or suggestions.

The second document outlines Jefferson Elementary's schoolwide plan for coordinating funding, instruction, and support services to meet students' learning and behavioral needs. We are sharing it for your review so you can better understand how these resources support student success. Your questions and feedback are welcome.

ESEA stands for the Elementary and Secondary Education Act. It is the federal education law that includes Title I funding and parent and family engagement requirements. [U.S. Department of Education](https://www.ed.gov/)

In Jefferson's **School Parent and Family Engagement Policy**, a reference to **ESEA Section 1116** identifies the requirements for involving families in their children's education, developing engagement policies with parents, and supporting meaningful school-family communication. dese.mo.gov



District/LEA: 096-109 NORMANDY SCHOOLS COLLABORATIVE **Year:** 2026-2027

Funding Application: Plan - School Level - 4100 JEFFERSON ELEM.
Version: Initial **Status:** Submitted

☒ Number

☐ Name

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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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4100 JEFFERSON 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.

The school requires parents to read and sign the parent/family-school compact as part of the registration process for all new students. In addition, the annual ESEA Federal Program meetings at the building level provide parents copies of the parent-family engagement policy as well as the building and-or district level parent-family-school compact with the option to begin the revision process based on updated needs.

☒ 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.

Parents are called to the school for a fall and spring meeting. The spring meeting focuses on school strengths and weaknesses, family-parent survey data, principal-identified instructional plans for the following year as implemented using School Wide Pool. Parent-family suggestions are compiled in minutes and principals employ suggestions from the meeting in designing their CSIP for the following year.

☒ 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 the fall meeting and at the spring meeting, families are invited to consider revising the school-parent compact to make it more fitting for the unique personality of their child's school building. Parents are given the policy and the compact at start of year and, during the Title 1 presentation, shown how-why they may want to give feedback to revise the overall district policy and-or the building level compact.

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.

Each fall the district building provides an overview of Title I.A. programs, their purpose and implementation, and the need for families to be engaged in the Title IA planning and evaluation process. Contact information and information about future meetings are also shared. A full suite of handouts goes with each fall presentation.

☒ 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.

This type of information sharing takes place in multiple parent-teacher conferences, via district-wide curriculum nights, via meet-the-principal public information sessions, and during each spring Title 1 ESEA family planning meeting.

☒ 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 parent student compact lists multiple ways parents will be responsible for supporting their children's learning. This includes volunteering in the child's classroom, supporting their child's learning, creating a home atmosphere that supports learning, attending school functions and conferences and reviewing all communications and respond promptly.

☒ 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 lists fifteen ways the school will be responsible for providing curriculum and instruction to support student learning. The school is committed to provide a safe, positive & healthy learning environment, assure every student has access to quality learning experiences, treat each child with dignity and respect, provide high quality curriculum and instruction in a supportive and effective learning environment, strive to address individual needs of each student and ensures regular two-way communication between family members and school staff.

☒ 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.

Parent teacher conferences, ESEA planning and evaluation meetings, and stakeholder planning session engage families across the district in learning about supporting their children's learning. In addition, Family Engagement Liaisons at each building are focused on ways to assist parents in these understandings.

- ☒ 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.

The schools and district survey parents each year to identify which areas of training/materials are sought. Principals, teachers, parents, family engagement liaisons, and district staff reflect on survey findings. Family engagement liaisons take next steps to assist parents to improve achievement.

- ☒ 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.

Full time family engagement liaisons at each building coach teachers and staff on individual needs of families/parents as well as techniques and methods to best communicate and work with parents.

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.

The district Family Engagement Specialist and the building Family Engagement Liaisons model for other staff in leading efforts to coordinate and integrate parent involvement programs and activities to encourage and support parents in more fully participating in the education of their children.

- ☒ 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)*

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4100 JEFFERSON ELEM.

SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. Section 1114 (b)(2)

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

STRATEGIES TO ADDRESS SCHOOL NEEDS Section 1114 (b)(7)(A)

☒ The following strategies will be implemented to address prioritized school needs: (check all that apply)

☒ Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1 ☒ Reading	K ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
2 ☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	

Delivery of Title I funded supplemental instruction services

- ☐ Preschool
☒ Pull out/resource classroom
☒ Push in/regular classroom
☒ Summer School
☒ Tutoring (before-or-after-school)
☐ Other

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	☒	☐		
Supplemental English Language Arts	☐	☐		
Supplemental Mathematics	☐	☐		

Supplemental Science	☐	☐		
1 Other	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K	☐	1	☐	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8	☐	9	☐	10	☐	11	☐	12	☐
☐ Reading Instruction Only	K	☐	1	☐	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8	☐	9	☐	10	☐	11	☐	12	☐
☐ Math Instruction Only	K	☐	1	☐	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8	☐	9	☐	10	☐	11	☐	12	☐

- ☒ **Professional Learning Communities**
- ☒ **Schoolwide Positive Behavior Support**
- ☒ **Response to Intervention**
- ☐ **Other**

The strategies will (mark all that apply)

- ☒ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Our CEP school is comprised of a majority African-American student body. Staff will ensure that all children, including subgroups of students, will meet the challenging MO Learning Standards.

- ☒ Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

The school staff will implement Response to Intervention and MTSS Supports along with professional development in the area of literacy, specifically to strengthen the academic program in the school.

- ☒ Increase the amount of learning time

- ☐ Extended school year
- ☒ Before-and/or after-school programs
- ☒ Summer program
- ☐ Other

- ☒ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

The school seeks an enriched and accelerated curriculum, particularly with the mindset of integrating technology into the curriculum to prepare students for jobs of the future.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- ☒ Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

The school staff will implement Response to Intervention and MTSS Supports along with professional development in the area of literacy, specifically to strengthen students at risk of not meeting the Missouri Learning Standards.

Activities will (mark all that apply)

- ☒ **Improving students' skills outside the academic subject areas**

- ☒ Counseling
- ☒ School-based mental health programs
- ☒ Specialized instructional support services
- ☒ Mentoring services
- ☐ Other

☐ **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

Description of external providers and services provided

☐ **Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- ☐ Career/technical education programs
- ☐ Access to coursework to earn postsecondary credit
 - ☐ Advanced Placement
 - ☐ International Baccalaureate
 - ☐ Dual or concurrent enrollment
 - ☐ Early college high schools
 - ☐ Other

☒ **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

☒ **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- ☒ Delivery of professional development services
- ☒ Instructional coach
- ☐ Teaching methods coach
- ☒ Third party contract
- ☐ Other

☒ Professional development activities that address the prioritized needs

Describe activities

The school staff will undergo training in implementing the MO Reading Initiative with fidelity and effectiveness.

☒ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

The district approved a pay increase for all teachers and offers additional compensation for teachers in high need subjects.

☐ **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

☒ Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- ☒ Title I.A (required)
☒ State and Local Funds (required)
☐ Title I School Improvement (a)
☐ Title I.C Migrant
☐ Title I.D Delinquent
☒ Title II.A
☒ Title III EL
☐ Title III Immigrant
☒ Title IV.A
☐ Title V.B
☐ School Improvement Grant (g) (SIG)
☐ Spec. Ed. State and Local Funds
☐ Spec. Ed. Part B Entitlement
☐ Perkins Basic Grant - Postsecondary
☐ Perkins Basic Grant - Secondary
☐ Workforce Innovation and Opportunity Act
☐ Head Start
☐ McKinney-Vento
☐ Adult Education and Family Literacy
☐ Others

PARENT COMMENTS Section 1116 (c)(5)

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- ☒ Yes
☐ No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

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