

# Kickoff to a Great School Year

Callao C8 Title I Annual Fall Meeting  
and Curriculum Information Meeting



**Tuesday, September 10th @ 4:00pm in Callao Gym**  
*or*







**Thursday, September 12th @ 6:00pm in Callao Gym**

Join us for an informational meeting about our Title I program as well as learn about the different resources being used in your student's classroom. Walk away with tips and tricks to help your student have a successful school year!

Callao C8  
Title I.A. Annual Fall Meeting Agenda  
September 10, 2024  
4:00pm  
Callao C8 Gym

1. Welcome and introductions
2. School's participation in Title I.A
3. Title I.A Requirements (Federal, State, and Local)
4. Parents' Right to be Involved
5. School Parent and Family Engagement Policy
6. School Parent Compact
7. Parent's Right to Know
8. Thank you for attending!!!

Callao C8  
 Title I.A. Annual Fall Meeting  
 Sign-In Sheet  
 September 10th 4:00pm  
 Callao C8 Gym

Name	Signature	Role (parent, teacher, administration, etc)
Margaret Seward	Margaret Seward	Grandma
Denata Sparks	Denata Sparks	Mother
Lauren Utson		Mother
Gayla Mattingly		teacher
Rachel Muntz		Bookkeeper
Hannah Bolen		teacher
Kristina Kearns	Kristina Kearns	Teacher
Heather Reber		teacher
Aimee Miller		mother
Lauren Wisdom	Lauren Wisdom	teacher

Callao C8  
Title I.A. Annual Fall Meeting Minutes  
September 10, 2024  
4:00pm  
Callao C8 Gym

1. Welcome and Introduction
2. School's participation in Title I.A
  - a. The school receives an allocation of \$29,257.00 from the state (which is given by the federal government) based on census poverty and population of children 5-17, children in neglected/delinquent institutions and foster children. This allocation goes toward salary, homeless students, private school students, and ELLs.
3. Title I.A Requirements
  - a. Federal Requirements involving parents
    - i. Hold at least 2 meetings a year (fall/spring)
      - a. We try to set meetings at convenient times.
      - b. We encourage family participation
    - ii. The LEA will seek parent input and disseminate information to parents in many areas (School Parent and Family Engagement Policy, School Parent Compact, and Schoolwide Program Plan)
  - b. State Requirements
    - i. Every Student Succeeds Act Complaint Procedures was handed out to families
    - ii. Our school participates in DESE's monitoring process
  - c. Local Requirements
    - i. Our school uses AIMSWeb Data, iReady Data, Teacher observations, etc., to determine Title I eligibility.
4. Parents' Right to be Involved
  - a. There are many opportunities and ways that parents can be involved with their student's education (reading 20 minutes each night, helping with studying, attending meetings, conferences, Family Nights, etc.)
5. School Parent and Family Engagement Policy
  - a. The School Parent and Family Engagement Policy was distributed and discussed. Any changes to the policy will be made at the Spring meeting
6. School Parent Compact
  - a. The School Parent Compact was distributed and reviewed.
7. Parent's Right to Know
  - a. Parents have the right to ask about the qualifications of their child's classroom teacher.
  - b. Not Appropriately Certified Teaching Staff
    - i. Information was sent out on the Title I Flier and more will be sent out as the need arises
8. Thank you for attending.

Callao C8  
Title I.A. Annual Fall Meeting Agenda  
September 12, 2024  
6:00pm  
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Callao C8  
 Title I.A. Annual Fall Meeting  
 Sign-In Sheet  
 September 12th 6:00pm  
 Callao C8 Gym

Name	Signature	Role (parent, teacher, administration, etc)
April Brodani Amy Wood	A h e m e e	mom gma
Jackie Lane	Jackie Lane	mom
Keenan Smith Kim Smith	Keenan Smith Kim Smith	father mother
Aylee Thronson	Aylee Thronson	MOM
Chase Thronson	c h a s e	student
ACE WALKER	A Walker	mom
Lauren Wisdom	Lauren Wisdom	teacher

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**Missouri Department of Elementary and Secondary Education  
Every Student Succeeds Act of 2015 (ESSA)  
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs<sup>1</sup> that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)<sup>2</sup>.

<b>Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents</b>	
<b>General Information</b>	
<ol style="list-style-type: none"> <li>1. What is a complaint under ESSA?</li> <li>2. Who may file a complaint?</li> <li>3. How can a complaint be filed?</li> </ol>	
<b>Complaints filed with LEA</b> <ol style="list-style-type: none"> <li>4. How will a complaint filed with the LEA be investigated?</li> <li>5. What happens if a complaint is not resolved at the local level (LEA)?</li> </ol>	<b>Complaints filed with the Department</b> <ol style="list-style-type: none"> <li>6. How can a complaint be filed with the Department?</li> <li>7. How will a complaint filed with the Department be investigated?</li> <li>8. How are complaints related to equitable services to nonpublic school children handled differently?</li> </ol>
<b>Appeals</b>	
<ol style="list-style-type: none"> <li>9. How will appeals to the Department be investigated?</li> <li>10. What happens if the complaint is not resolved at the state level (the Department)?</li> </ol>	

**1. What is a complaint?**

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

**2. Who may file a complaint?**

Any individual or organization may file a complaint.

**3. How can a complaint be filed?**

Complaints can be filed with the LEA or with the Department.

**4. How will a complaint filed with the LEA be investigated?**

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

**5. What happens if a complaint is not resolved at the local level (LEA)?**

A complaint not resolved at the local level may be appealed to the Department.

<sup>1</sup> Programs include Title I, A, B, C, D, Title II, Title III, Title IV, A, Title V  
<sup>2</sup> In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)



**6. How can a complaint be filed with the Department?**

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

**7. How will a complaint filed with the Department be investigated?**

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

**8. How are complaints related to equitable services to nonpublic school children handled differently?**

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

**9. How will appeals to the Department be investigated?**

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

**10. What happens if a complaint is not resolved at the state level (the Department)?**

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.



nding Application: Plan - School Level - 4020 CALLAO ELEM.    Version: Initial    Status: Approved

Number     Name   

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](#)

### 4020 CALLAO 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.

Agreement contracts are made available at open house and in enrollment packets.

- 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.

Surveys are sent home, question and answer sessions at parent nights (2 per year), on-going, open communication between teacher, parents, administration and BOE.

- 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.

Annual meeting of Parent Involvement Committee, on-going communication with parent, teacher, and administration.

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.

Open house, monthly newsletters, text caster, Facebook page, school website

- 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.

All curriculum is available at parent conferences (2 per year), MAP scores are discussed at parent conferences and MAP scores are sent home to parents who do not attend conferences, personal student data binders contain assessment scores

- 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)*

Parents will make sure their students are in school every day possible, check that homework is completed, monitor the amount of television, video games and computer times wisely, encourage their child to read daily, take an interest in what their child is learning at school and talk with them daily about those activities, volunteer in my child's classroom/school, be aware of their child's extracurricular times and activities  
? Stay informed about my child's education by reading all communications from the school and responding appropriately

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

and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards Standards, hold bi-annual parent-teacher conferences; provide parents with frequent reports on their child's progress, be accessible to parents.

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.

All of these points are addressed in monthly newsletters, at parent conferences, and in on-going conversation between teachers and parents. Title I brochures address these topics as well.

- 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.

Parents are now provided access to their students grades online (this was not previously offered). They can also view assignments. Any parent that is interested in working to improve their students' achievement may directly contact the teacher via email or through the parent portal or the school by phone to obtain a copy of the curriculum or set up a meeting to train on how to use manipulatives to improve success.

- 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.

Staff communication skills are enhanced through our professional development. Using Love and Logic and Steven Covey's 7 Habits, staff is trained on effective social interaction techniques.

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.

Our small, rural community has limited resources but we do invite the American Legion, ASCS land management department, our local utility department, local law enforcement, and county health department for assemblies and public awareness demonstrations.

- 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)*

Comprehensive Needs Assessment [Show](#)

Schoolwide Program [Hide](#)

## 4020 CALLAO 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)*

**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	<input checked="" type="checkbox"/> Math	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input checked="" type="checkbox"/> English Language Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Class size reduction**

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- 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.

the academic needs accordingly through push-in, pull-out and/or classroom modifications.

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

Description of how strategy/strategies will strengthen

Individualized instruction, more teacher face time, smaller student/teacher ratio

- 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

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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

Individualized instruction, more teacher face time, smaller student/teacher ratio

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

- 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**

- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

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

Describe activities

Competitive salary, insurance benefits, low discipline concerns, small class sizes, shortened school year.

- 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.

[School Level Plan Home](#) [Print](#) [Cancel Print Mode](#)

**District/LEA Comments**

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**DESE Comments**

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**ail:** [donisha.ray@dese.mo.gov](mailto:donisha.ray@dese.mo.gov)  
**rent User:** DESEPUBLIC  
mproving Lives through Education

# Title I ESEA

## Parent-School Compact

### Callao C-8 School

Our school envisions the highest level of success for every student. To accomplish this, families, teachers, and students need to work together. Please complete and sign the Part of this agreement that applies to you.

<b>S t a f f</b>	<p>We understand the importance of the school experience to every student and our role as educators and role models. Therefore, we agree to carry out the following responsibilities to the best of our ability:</p> <ul style="list-style-type: none"><li>● The staff will provide an environment conducive to learning.</li><li>● The staff will communicate classwork expectations.</li><li>● The staff will communicate with families regarding your child's progress.</li><li>● The staff will help each student grow to his/her fullest potential.</li></ul>	
	<p><i>Principal's Signature on behalf of school staff:</i></p>	<p><i>Date:</i></p>
<b>S t u d e n t</b>	<p>I realize that my education is important. I know that I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability.</p> <ul style="list-style-type: none"><li>● I will come to class on time and will be prepared to work.</li><li>● I will ask for help when needed.</li><li>● I will respect the rights of others to learn.</li><li>● I will show respect and cooperate with all adults in the school.</li></ul>	
	<p><i>Student Signature:</i></p>	<p><i>Date:</i></p>
<b>F a m i l y</b>	<p>I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability.</p> <ul style="list-style-type: none"><li>● I will see that my child attends school regularly and on time.</li><li>● I will provide a home environment that encourages my child to learn.</li><li>● I will make sure my child gets adequate sleep and has a healthy diet.</li><li>● I will encourage my child to engage in Reading activities daily.</li><li>● I will attend all parent-teacher conferences.</li></ul>	
	<p><i>Parent/Guardian Signature:</i></p>	<p><i>Date:</i></p>

**CALLAO C-8 SCHOOL DISTRICT**

403 Pine Street  
P.O. Box A  
Callao, MO 63534

Phone: 660-402-0190  
Fax: 660-402-0275

Dear Parent or Guardian:

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualifications or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.