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EXPLANATION: PARENT AND FAMILY INVOLVEMENT AND ENGAGEMENT

Both state and federal law require school districts to have parent involvement policies. The first part of this policy is based on the state law, and the rest is based on federal law. Policy requirements in the federal law, the Elementary and Secondary Education Act (ESEA), have changed significantly in the past two years. For example, the federal law now uses both "engagement" and "involvement" to describe the nature of the parent and family activities required under the law. Missouri state law still focuses on "parent involvement." For that reason, MSBA has chosen to use "parent and family involvement and engagement" in this policy to address both laws.

Please note that adopting this policy is not the same as creating the required plan. The district is still responsible for creating a plan and implementing it. MSBA has included IGBC-AF1 and IGBC-AF2 in this update to assist districts in creating these plans.

The ESEA requires the following:

Policy – Districts and schools that receive Title I funds must have written parent and family involvement and engagement policies that address how:

- ▶ The district will build capacity to support parent and family involvement and engagement.
- ▶ The policies will work in coordination with other federal, state and local programs.
- ▶ The policies will be evaluated by parents and district officials, with a focus on support for parents and family members.
- ▶ Parents and families will be involved in creation, review and revision of the policies.

Meetings – The district must hold meetings with parents and families at least annually and at times and places convenient for the parents and families.

Compact – The district must create a school-parent compact on shared responsibility for academic success.

Building Capacity for Involvement – The district must take specified steps to enhance the ability of parents to participate in and benefit from involvement activities.

Special Populations – There are special parent engagement requirements for migratory and English learner students. These are in the policies that specifically cover those programs (see codes IGBCB and IGBH).

Parent and family involvement and engagement activities also apply to parents and families at nonpublic schools who receive assistance under Title I.

Certain concepts are repeated in the various sections of this policy because the federal statutes on which they are based are repetitive on some concepts. For example, the fact that the policies must be developed, evaluated and revised in cooperation with parents and families is repeated in almost every section. As a result, this policy is also somewhat repetitive.

MSBA recommends the district retain the following documents that are often used by the Department of Elementary and Secondary Education to assess compliance with the federal parent and family involvement and engagement requirements:

- ▶ **This policy.**
- ▶ **Parent engagement surveys.**
- ▶ **Parent engagement activity evaluations.**
- ▶ **Meeting agendas, sign-in sheets and minutes.**
- ▶ **Copies of district- and school-level parent and family involvement and engagement plans.**
- ▶ **Correspondence with parents.**
- ▶ **Signed school-parent compacts.**
- ▶ **Any other documentation of the district's efforts to establish parent and family involvement and engagement.**

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MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation	X	Public Info/Communications		Technology

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~~PARENT/ AND FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS AND ENGAGEMENT~~

The Raytown C-2 School District Board of Education believes that engaging parents/ and families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. ~~The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education (DESE), the district, parents/families and the community.~~

For the purposes of this policy, "parent" means a parent, guardian or person acting as a parent in the absence of the parent.

~~Missouri Parent/ and Family Involvement and Engagement Goals and Plan~~

The Board of Education recognizes the importance of both eliminating barriers that impede parent/ and family involvement, thereby and facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district, pursuant to state law and in collaboration with the State Board of Education, education personnel, local associations, and organizations of parents of district students, will develop and implement a plan/policy to facilitate parent/ and family involvement and engagement that shall include the following six goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/ and families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents/ and families to visit the schools their children attend, and actively solicit parent/ and family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

~~The district's plan for meeting these goals is to:~~

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
 - Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - Providing access to educational resources for parents/families to use together with their children.
 - Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.

Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs

The Board also recognizes the special importance of parent/family involvement to the success of its Title I, MEP and LEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

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Title I Program Parent and Family Involvement and Engagement

District Policy

The district and parents and family members of children students participating in the Title I Part A program will jointly develop and agree upon a written parent and family involvement and engagement policy for the district that will establish the district's expectations and objectives for meaningful parent and family involvement and describe how the district will:

1. Involve parents and family members in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements. Parents and family members will also be involved in the development of support and improvement plans as required by law.
2. Provide the coordination, technical assistance and other support necessary to assist participating and build the capacity for all Title I schools in planning and implementing effective parental and family involvement and engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental and family involvement and engagement strategies, to the extent feasible and appropriate, with those of other federal, state and local laws and educational programs.
54. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content of the parental and family involvement and engagement policy and its effectiveness in improving the academic quality of the schools served. The district will use the findings of the evaluation to design strategies for more effective parent and family involvement and engagement and to revise, if necessary, the parent and family involvement and engagement policies. This The evaluation will include identifying:
 - ▶ Barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

- ▶ The needs of parents and family members to assist with their students' learning, including engagement with school personnel and teachers.
 - ▶ Strategies to support successful school and family interactions.
65. Involve parents in the activities of the schools served, which may include establishing a parent advisory board composed of parents and family members who adequately represent the needs of the population served by the district. If created, the parent advisory board would be tasked with developing, reviewing and revising this policy.

School Policy

Each school receiving Title I Part A funds and the parents and families of the students in the school will jointly develop with and distribute to parents of children participating in the Title I program and agree upon a written parental involvement policy agreed upon by such parents parent and family involvement and engagement policy for the school. In accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school distributed to parents in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents understand.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children be reviewed annually and updated as needed to meet the changing needs of the parents, families and school.
3. Each school participating in the Title I Part A program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy:
 1. Convene an annual meeting, at a convenient time, to which all parents of participating students will be invited and encouraged to attend. The purpose of the meeting is to inform parents about the school's involvement in the Title I program, the requirements of Title I and the right of parents to be involved. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide transportation, childcare or home visits as those services relate to parent involvement.

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2. Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I Part A programs, including the parent and family involvement and engagement policy and the joint development of a schoolwide program plan. The schoolwide plan will include both positive and negative comments on the Title I Part A program from parents of participating students.
3. Provide parents of participating students:
 - ▶ Timely information about Title I programs.
 - ▶ A description and explanation of the curriculum.
 - ▶ The forms of academic assessment used to measure student progress.
 - ▶ The achievement levels of the Missouri Learning Standards (MLS).
 - ▶ Opportunities, if requested by parents, for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - ▶ Timely responses to suggestions.
4. Work jointly with parents of students in the program to develop a school-parent compact that outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the MLS. The compact will:
 - ▶ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I to meet the MLS.
 - ▶ Identify ways in which each parent will be responsible for supporting his or her student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the student's classroom; and participating, as appropriate, in decisions relating to the education of the student and the positive use of extracurricular time.
 - ▶ Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, parent-teacher conferences in elementary schools at least annually during which the compact shall be discussed as it relates to the individual student's achievement; frequent reports to parents on their student's

progress; reasonable access to staff; opportunities to volunteer and participate in their student's class; observation of classroom activities; and ensuring regular, two-way, meaningful communication among family members and school staff that, to the extent practicable, is in a language the family members can understand.

Building Capacity for Involvement

The district and each Title I school will support a partnership among the Title I school, parents and community members and ensure effective involvement and engagement of parents by:

1. Providing parents of students served with assistance in understanding topics such as the MLS, local assessments and the requirements of Title I; how to monitor a student's progress; and how to work with teachers to improve the performance of their student.
2. Providing parents the training and materials necessary to improve their student's achievement, such as literacy and technology use training, including information about the harms of copyright piracy, as appropriate to foster parental involvement and engagement.
3. Educating, with parental assistance, all school personnel on:
 - ▶ Valuing parent contributions.
 - ▶ Reaching out to and communicating and working with parents as equal partners.
 - ▶ Implementing and coordinating parent programs.
 - ▶ Building ties between parents and the school.
4. To the extent feasible and appropriate, coordinating and integrating parent involvement and engagement programs and activities with other federal, state and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their student.
5. Ensuring that information related to school and parent programs, meetings and other activities is sent to the parents of Title I students in a format and, to the extent practicable, in a language parents can understand.
6. Providing other reasonable support for parental involvement and engagement activities as parents may request.

Accessibility

To the extent practical, the district must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English

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proficiency, parents and family members with disabilities and parents and family members of migratory students. Information and school reports will be provided in a format and, to the extent practicable, in a language the parents understand.

Migrant Education Program Parent Involvement

Parents of students in the MEP program will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficiency Program Parent Involvement

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

Policy Evaluation

The district and each school receiving Title I funds will, with parent/ and family involvement, will review and evaluate the content and effectiveness of this policy and each school-level policy parent and family involvement policies at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement. The district will use the findings of such evaluation to design strategies for more effective parental involvement and engagement and to revise, if necessary and in collaboration with parents, the parent and family involvement and engagement policies.

English Learner (EL) and Migrant Education Program (MEP) Parent and Family Involvement and Engagement

The Board also recognizes the special importance of parent and family involvement and engagement to the success of its EL and MEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement and engagement policy that will be distributed to parents of students participating in any of these programs. The provisions of this policy shall apply to parents and families of EL and migratory students to the same extent as they apply to parents and families of other students.

Involvement for parents and families of students in the EL and MEP programs is addressed in more detail in the policies specific to those programs.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 02/12/2007, eff. 07/01/2007

Revised:

Cross Refs: ADF, District Wellness Program
~~CGC, State and Federal Programs Administration~~
DJFA, Federal Programs and Projects
JHC, Student Health Services and Requirements
JHDA, Surveying, Analyzing or Evaluating Students
KB, Public Information Program
KI, Public Solicitations/Advertising in District Facilities
KL, Public Concerns and Complaints
KLA, Concerns and Complaints Regarding Federal Programs

MSIP Refs: G-5, G-9, G-11

Legal Refs: § 167.700, RSMo.
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
~~No Child Left Behind Act of 2001~~ The Elementary and Secondary Education Act of
1965, 20 U.S.C. §§ 6301 - 7941 7981

Raytown C-2 School District, Raytown, Missouri