



District/LEA: 110-029 POTOSI R-III Year: 2024-2025

Funding Application: Plan - LEA Parent and Family Engagement Version: Initial Status: Approved

Number

Name

Select District

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

ESEA Plan Home

Print

Cancel Print Mode

LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

LEA Parent and Family Engagement Policy

Policy Development

- The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.
Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

The Local Education Agency (LEA) has devised a robust system to involve parents in the joint development of the LEA parent and family engagement policy. Here's a breakdown of the process:

- (1) Title 1 Meetings: Parents of students enrolled in Title 1 buildings are specifically invited to attend Title 1 meetings. These meetings serve as a platform for parents to provide suggestions and revisions regarding the Parent Involvement Policy.
- (2) Parent Nights and Meetings: At the beginning and end of each school year, parents are invited to both daytime and evening meetings. This scheduling accommodates the diverse schedules of parents, ensuring that those who cannot make evening meetings have the opportunity to participate during the day, and vice versa.
- (3) Explanation of Federal Programs: During these meetings, federal programs are explained in detail. This ensures that parents have a clear understanding of the various programs and initiatives in place to support students and families.
- (4) Distribution of Documents: Parents are provided with copies of the parent and family engagement policy. These documents are reviewed and discussed during the meetings, allowing parents to familiarize themselves with the content and provide feedback.
- (5) Year-End Meeting: Towards the end of the school year, there is a dedicated meeting where parents are encouraged to attend. During this meeting, surveys from parents, students, and staff are reviewed. The data collected from these surveys is used to identify areas for improvement or changes needed for the following school year. This ensures that the services provided to students and families are continually evolving to meet their needs effectively.

Overall, this comprehensive approach ensures that parents are actively involved in the development and review of the parent and family engagement policy, fostering a collaborative relationship between the school and families for the benefit of students.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

The Local Education Agency (LEA) employs various methods to seek and obtain the agreement of parents with the parent and family engagement policy. Here's how they engage parents in the process:

(1) **Invitations and Encouragement:** Parents are actively invited to participate in the development and review of the family engagement policy. They are encouraged to provide feedback through multiple channels such as notes sent home with students, flyers distributed in the community, surveys, and postings on social media platforms. This approach ensures that parents are aware of the opportunity to contribute and are encouraged to do so.

(2) **Annual Review and Feedback:** The family engagement policy is reviewed on an annual basis, providing parents with regular opportunities to give feedback. During this review process, parents are invited to provide their input and suggestions regarding the policy. This ensures that the policy remains relevant and reflective of the needs and preferences of the parent community.

(3) **Surveys on Engagement Events:** Families are surveyed regarding family engagement events to gather feedback on all building activities designed for families and students. This feedback helps the LEA assess the effectiveness of these events and make any necessary adjustments to better meet the needs and expectations of parents and families.

(4) **Sharing Policy at Title 1 Meetings:** The LEA ensures that parents are familiar with the family engagement policy by sharing it during the first Title 1 meeting night. This ensures that parents have access to the policy and are informed about its contents, facilitating their understanding and agreement with its provisions.

By actively involving parents in the review and development process, soliciting their feedback through various channels, and sharing the policy during important meetings, the LEA demonstrates a commitment to engaging parents and obtaining their agreement with the parent and family engagement policy.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

The Local Education Agency (LEA) ensures widespread distribution of the LEA parent and family engagement policy to parents of participating children through various means:

(1) **Title 1 Family Engagement Night:** The LEA shares the policy during the first Title 1 family engagement night. This event serves as a platform to inform parents about the policy and its importance in fostering collaboration between the school and families.

(2) **Distribution to Students:** For parents who are unable to attend the Title 1 family engagement night, a copy of the policy is sent home with all students. This ensures that parents receive physical copies of the policy directly through their children, allowing them to review it at their convenience.

(3) **School District Website:** The LEA also shares the policy on the school district's website. This digital distribution method ensures that the policy is accessible to all parents, even those who may not have been able to attend the Title 1 family engagement night or did not receive a physical copy through their children.

By utilizing multiple distribution channels including in-person events, physical copies sent home with students, and digital dissemination through the school district's website, the LEA ensures that parents of participating children have ample opportunity to access and review the parent and family engagement policy. This approach promotes transparency and accessibility, facilitating parent involvement and understanding of the policy's contents.

Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement *Section 1116(a)(2)*

- The LEA involves parents and family members in jointly developing the local educational agency plan *Section 1116 (a)(2)(A)*

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

The Local Education Agency (LEA) implements a collaborative approach to involve parents and family members in jointly developing the local education agency plan. Here's how the process unfolds:

- (1) Annual Meeting for Plan Review: The LEA hosts an annual meeting dedicated to reviewing and revising the LEA plan. This meeting typically follows the administration of end-of-the-year parent surveys, allowing for optimal input from parents regarding their perceptions and suggestions.
- (2) Data Collection through Surveys: To identify areas of strengths and areas needing improvement, students, parents, and staff are surveyed. These surveys provide valuable insights into the experiences and perspectives of various stakeholders within the school community.
- (3) Formation of Collaborative Team: A team is formed to spearhead the review and revision process. This team comprises representatives from different stakeholder groups, including parents with students in each building, general education teachers, special education teachers, Title 1 teachers, and administrators. This diverse composition ensures that multiple perspectives are considered during the decision-making process.
- (4) Review of Data and Needs Assessment: The collaborative team analyzes the collected data, including survey results, and conducts a thorough needs assessment. This involves examining existing challenges, areas of improvement, and emerging needs within the served buildings.
- (5) Review of Current Year's Plan: The team reviews the LEA plan implemented during the current year, assessing its effectiveness in addressing identified needs and achieving desired outcomes.
- (6) Plan Revision: Based on the data analysis, needs assessment, and review of the current plan, the team collaboratively updates the LEA plan. This may involve revising existing strategies, incorporating new initiatives, or reallocating resources to better address the identified needs of the served buildings.

By involving parents, educators, and administrators in a collaborative process that integrates data-driven decision-making and stakeholder input, the LEA ensures that the local education agency plan reflects the priorities and aspirations of the entire school community. This inclusive approach fosters a sense of ownership and commitment among stakeholders, ultimately leading to more effective educational outcomes for all students.

Check all that apply:

- No [Comprehensive Accountability](#) and [Targeted Accountability](#) schools have been identified in the LEA. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- The LEA will involve parents and family members in the development of [Comprehensive Accountability](#) Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- The LEA will involve parents and family members in the development of [Targeted Accountability](#) Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*

Capacity Building

- The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement 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.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

The Local Education Agency (LEA) demonstrates a proactive approach to coordination, technical assistance, and other support by implementing the following strategies:

(1) **Hosting Events for Family Engagement:** Each building served by the LEA hosts a range of events and opportunities designed to facilitate family engagement with the schools. These events may include open houses, parent-teacher conferences, workshops, and community outreach programs. By offering diverse activities, the LEA ensures that families have multiple avenues to engage with the school community.

(2) **Coordinating with Local Organizations:** The LEA collaborates with various local organizations to provide additional support and resources to students and families. These organizations may include nonprofits, community centers, health services, and social service agencies. By coordinating efforts with external partners, the LEA can leverage additional resources and expertise to address the diverse needs of students and families.

(3) **Maintaining Communication with Preschools and Head Start Programs:** The LEA stays in regular communication with preschools, Head Start programs, and other early childhood education providers. This ensures a smooth transition for students entering kindergarten and facilitates continuity of support for families as their children progress through the educational system.

(4) **Engaging Parents and Organizations in Decision-Making:** Decisions related to family engagement initiatives, resource allocation, and program development are made collaboratively, involving both schools and parents/organizations. This participatory approach ensures that decisions are informed by the perspectives and priorities of key stakeholders, leading to more effective and sustainable solutions.

By actively coordinating with local organizations, maintaining communication with early childhood education providers, and engaging stakeholders in decision-making processes, the LEA demonstrates its commitment to providing comprehensive support and assistance to students and families. This integrated approach fosters a strong sense of community partnership and enhances the capacity of schools to meet the diverse needs of their students.

Coordination & Integration

- The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

ESEA

- 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)

Other Acts

- Spec. Ed. State and Local Funds
 Spec. Ed. Part B Entitlement
 Perkins Basic Grant - Postsecondary
 Perkins Basic Grant - Secondary
 State and Local Funds
 Workforce Innovation and Opportunity Act
 Head Start
 McKinney-Vento
 Adult Education and Family Literacy
 Others

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

The Local Education Agency (LEA) has developed a comprehensive plan to coordinate and integrate family engagement strategies with relevant laws and programs, including local daycares/preschools, First Steps, Parents as Teachers, head start, and the district's TAP (Trojan After-School Program). Here's how they execute this plan:

(1) Communication and Integration: The LEA prioritizes communication and collaboration with stakeholders involved in early childhood education and family support programs. They ensure that their parent and family engagement strategies are aligned with the goals and activities of these programs. This alignment promotes continuity of support for families as children transition between different educational settings.

(2) Communication Channels: The LEA utilizes a variety of communication channels to reach stakeholders and disseminate information about family engagement strategies. These channels include the district website, local newspaper, social media platforms, flyers, newsletters, telephone calls, and surveys. By employing multiple channels, the LEA maximizes the reach and accessibility of their communications, ensuring that stakeholders are well-informed and engaged.

(3) Regular Updates: The LEA provides regular updates and information to stakeholders about family engagement initiatives, activities, and resources available through local daycares/preschools, First Steps, Parents as Teachers, head start, and the district's TAP. This ongoing communication helps stakeholders stay informed about opportunities for involvement and support available to them.

(4) Collaborative Planning: The LEA engages in collaborative planning with representatives from these programs to identify areas of synergy and opportunities for joint initiatives. By working together, these programs can leverage their respective resources and expertise to enhance the effectiveness of family engagement strategies and maximize support for families.

(5) Feedback Mechanisms: The LEA establishes feedback mechanisms such as surveys and feedback forms to solicit input from stakeholders about the effectiveness of family engagement strategies and areas for improvement. This feedback loop ensures that strategies remain responsive to the evolving needs of families and the community.

Through proactive communication, collaborative planning, and ongoing feedback mechanisms, the LEA effectively coordinates and integrates family engagement strategies with local laws and programs, fostering a cohesive and supportive educational environment for children and families.

Annual Evaluation

- The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

The annual evaluation process implemented by the Local Education Agency (LEA) involves multiple steps to gather feedback and assess the effectiveness of family engagement initiatives. Here's how the process unfolds:

- (1) Parent Nights Throughout the School Year: Each served building hosts parent nights throughout the school year to encourage parental participation. These events provide opportunities for parents to engage with the school community, learn about various programs and initiatives, and provide feedback on their experiences.
- (2) Surveys at Meetings/Events: At the end of each parent night or event, parents are surveyed to gather their thoughts and opinions. The survey may inquire about the event's effectiveness, topics covered, and suggestions for improvement. Additionally, parents are asked for input on additional ways to involve more parents and families in future engagement activities.
- (3) End-of-Year Survey to All Families: At the end of the school year, the district distributes a survey to all families to assess the effectiveness of the overall engagement policy. This survey provides an opportunity for families to provide comprehensive feedback on their experiences with family engagement initiatives throughout the year.
- (4) Review and Analysis of Survey Data: The data collected from surveys throughout the year, including those from parent nights and the end-of-year survey, are compiled and reviewed by the evaluation team. This team may consist of administrators, educators, and parent representatives.
- (5) Revision of Engagement Policy: Based on the feedback provided in the surveys, the evaluation team identifies areas for improvement and necessary revisions to the engagement policy. These revisions may include adjustments to engagement activities, communication strategies, or resource allocation to better meet the needs and preferences of families.
- (6) Implementation of Revisions: The revised engagement policy is implemented in the following school year, incorporating changes based on the feedback received from families. This iterative process ensures continuous improvement and refinement of family engagement initiatives to enhance their impact on student success and family involvement.

By regularly soliciting feedback from parents and families, analyzing survey data, and making informed revisions to the engagement policy, the LEA demonstrates a commitment to fostering meaningful partnerships between schools and families. This collaborative approach contributes to a positive and supportive school environment conducive to student learning and achievement.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- Barriers to greater participation by parents of participating children (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Describe method(s) for identifying barriers

The Local Education Agency (LEA) employs several methods for identifying barriers to family engagement, ensuring a comprehensive understanding of the challenges faced by families and staff. Here's how they identify barriers:

(1) Parental Involvement Meetings: Regular parental involvement meetings provide a platform for families to share their perspectives, concerns, and challenges regarding engagement with the school community. Through open discussions and dialogue, barriers to participation can be identified and addressed.

(2) Surveys: Surveys are conducted among families and staff to gather feedback on their experiences with family engagement activities. These surveys may include questions about perceived barriers, such as scheduling conflicts, language barriers, transportation issues, or lack of awareness about available resources.

(3) Data Review: The data collected from conversations, meetings, and surveys are reviewed by the evaluation team. This data analysis helps identify recurring themes, patterns, and specific barriers hindering effective family engagement.

(4) Team Collaboration: A collaborative approach involving administrators, educators, parents, and community stakeholders is essential in identifying barriers. By pooling insights and perspectives from diverse stakeholders, the team can gain a comprehensive understanding of the challenges faced by families and staff.

(5) Communication Channels: The LEA ensures that various communication channels are utilized to disseminate information about engagement activities. These channels may include social media platforms, newsletters, flyers, direct contact through phone calls or emails, and community outreach events. By utilizing multiple communication methods, the LEA maximizes the reach and accessibility of information to families, reducing potential barriers related to communication and awareness.

Once barriers are identified through these methods, the LEA can develop targeted strategies and interventions to overcome them. This may involve adjustments to engagement activities, communication strategies, resource allocation, or the implementation of additional support services to address specific challenges faced by families and staff. Through continuous feedback, evaluation, and improvement, the LEA strives to create an inclusive and supportive environment conducive to meaningful family engagement in education.

- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

The Local Education Agency (LEA) utilizes a multifaceted approach to identify the needs of families and students, ensuring that programs and initiatives are responsive to the diverse needs of the school community. Here's how they identify needs:

(1) Communication Channels: The LEA employs various communication channels such as newsletters, emails, phone calls, social media, and direct contact to stay connected with families and solicit feedback on their needs and concerns. These channels provide opportunities for families to communicate their needs directly to school administrators and staff.

(2) Family Engagement Events: Events like family nights, parent conferences, student-led conferences, showcases, assemblies, banquets, and open houses serve as platforms for gathering feedback from families. Surveys conducted at the end of these events allow families to provide insights into their needs and preferences regarding family engagement activities and support services.

(3) Building-Level Data Review: Building-level data, including academic performance data, attendance rates, discipline reports, and other relevant metrics, are reviewed to identify trends and patterns that may indicate specific needs within the school community. This data-driven approach helps prioritize areas for intervention and support.

(4) Committee and Annual Meetings: Committees and annual meetings provide opportunities for stakeholders, including parents, educators, administrators, and community members, to come together and discuss the needs of the school community. These forums facilitate collaborative decision-making and allow for the identification of emerging needs and priorities.

(5) Surveys: Surveys are administered to families at the end of each parental involvement event and during the end-of-the-year annual evaluation. These surveys cover various aspects such as parent involvement, the effectiveness of Title 1 programs, academic needs, and overall satisfaction with family engagement initiatives. The feedback collected from these surveys is analyzed to inform future planning and decision-making processes.

By utilizing these methods, the LEA ensures that the needs of families and students are systematically identified and addressed through targeted interventions, programs, and support services. This collaborative and data-driven approach enhances the effectiveness and relevance of family engagement efforts, ultimately contributing to improved outcomes for students and families.

- Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

The Local Education Agency (LEA) employs several methods for identifying strategies to address the needs identified through feedback from various events and evaluations. Here's how they identify strategies:

- (1) Needs Assessment Feedback: After each event and during the annual evaluation, the LEA conducts a needs assessment to gather feedback from stakeholders regarding their experiences and perceptions. This feedback is carefully analyzed to identify specific areas where improvements or additional support may be needed.
- (2) Committee Deliberation: The committee responsible for family engagement reviews the feedback collected from the needs assessment and engages in collaborative deliberation to identify strategies for addressing the identified needs. This process involves brainstorming potential interventions, programs, and initiatives that can effectively address the concerns raised by stakeholders.
- (3) Alignment with CSIP and BSIPs: The strategies identified for family engagement are aligned with the district's Comprehensive School Improvement Plan (CSIP) and the building's Building School Improvement Plans (BSIPs). This ensures that family engagement efforts are integrated into broader school improvement initiatives and are aligned with the overall goals and priorities of the district and individual schools.
- (4) Revision of Parent and Family Engagement Policy: If necessary, the feedback from the needs assessment is used to revise the Parent and Family Engagement Policy to better reflect the needs and preferences of stakeholders. This ensures that the policy remains responsive to the evolving needs of the school community and provides a framework for effective family engagement practices.
- (5) Action Planning: Based on the identified needs and aligned with the district's CSIP and building's BSIPs, the committee develops action plans outlining specific strategies, activities, and timelines for implementation. These action plans detail the steps needed to address the identified needs and ensure that family engagement efforts are carried out effectively and systematically.

By systematically analyzing feedback, aligning strategies with broader school improvement plans, and revising policies as needed, the LEA ensures that family engagement efforts are responsive, relevant, and integrated into the overall framework of school improvement. This approach enhances the effectiveness and impact of family engagement initiatives in supporting student success and fostering a collaborative school community.

- The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*
- The LEA will involve parents in the parent and family engagement activities of the Title I served schools (*which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.*) *Section 1116 (a)(2)(F)*

District/LEA Comments

DESE Comments

Email: thomas.oakley@dese.mo.gov

Current User: DESEPUBLIC

Improving Lives through Education

Ver. 5.199.3065