
Parent Family Involvement Plan

Lonedell R-XIV School District Lonedell Elementary and Middle School K-8 Building Parent/Family Involvement Plan 2019-2020

BELIEF: It is the belief of the Board of Education, the administration, and the faculty and staff of the Lonedell R-XIV School District that (1) all children will learn; (2) every child has the right to a quality education; and (3) every child has a responsibility to actively participate in their education.

VISION: To be a staff respected by the community, who provides a safe, engaging, and positive education.

MISSION: Success, Nothing Less! It is the mission of the Lonedell R-XIV School District, in partnership with the community, to teach all children, providing them with an excellent education, making them productive members of society.

Purpose

The Board of Education recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with district staff as knowledgeable partners in educating district students.

Lonedell R-XIV School District Goals

In order to implement the Board's commitment to parent/family involvement in students' education, the District has implemented a Parent/Family Involvement Plan with the following features:

A committee of parents, staff, and community representatives, appointed by the Superintendent, will serve as the district's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation. Program evaluation reports will be prepared and submitted to the Superintendent annually by June 1.

1. Regular two way communication between school and parents/families. Such

communication will include but not be limited to scheduled parent visits to school, electronic communication, use of daily planners and folders, use of translators, parent volunteers, and other programs recommended by the Parent/Family Involvement Committee.

2. Assist parents in developing positive, productive parenting skills, as well as positive productive means of interacting with District administrators and staff.
3. Provide professional development opportunities for District staff to facilitate productive parent/school involvement in promoting education of District students.
4. Involve parents in meaningful activities to enhance student learning.
5. Enhance opportunities for parents/families to visit schools in a safe and open atmosphere. Such opportunities will include, but are not limited to, identifying roles for parent volunteers, providing training for volunteers and provision of family activities at school.
6. Affirmatively involve parents in school decisions which affect their children.
7. Utilize community resources to promote and strengthen school programs, family practices, and student learning.
8. The Plan will be reviewed annually with input from parents and staff. Meeting agenda, sign-in sheets and meeting minutes will be prepared and maintained by the District.
9. Full opportunity for parent participation will be provided to all parents including, but not limited to, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
10. Conduct an annual evaluation of the policy and resolve any barriers that would limit the involvement of parents. (Examples of barriers include, but not limited to, economically disadvantaged, limited English proficiency, limited literacy, disabled or are of any racial or minority background.

This is in accordance to ***Policy 1405 (Regulation 1405)**
Revised July, 2014

Title I Parent/Family Involvement (Policy 1621)

1. Development of the District's Plan will include input from parents of eligible students, teachers, administrators and related personnel.
2. Provide letters to parents regarding Title I programs and curriculum, how their children were selected for Title I, how their progress will be measured, how much progress they are expected to make during the school year, and how their performance compares to that of their schoolmates.
3. Provide an orientation meeting for parents each school year before the end of the first quarter.
4. Provide parents of each school with the results of the annual review. This review is to include the individual school performance profiles.
5. Provide timely notification to parents, in the form of letters and flyers, regarding Title I meetings and workshops.
6. Offer professional development opportunities for teachers on increasing their effectiveness in teaching all students eligible for Title I services and on addressing the needs of Title I parents.
7. Offer workshops for parents on how to help assist in the instruction of their children.
8. The District will conduct an annual review meeting of Title I activities which will include, but not be limited to, parent evaluations and the school-parent compact. Meeting agenda sign-in sheets for parents and staff, as well as, meeting minutes will be maintained by the District.
9. Send data regarding year-end Title I program evaluation results to all parents.
10. Invite parents to and include parents in Title I program review team meetings.
11. Notify parents regarding the professional qualifications of their student's classroom teachers.

Migrant Education Program (MEP) Parent Involvement (Policy 2270)

For purposes of Board policies and regulations, the phrase *migratory students* shall mean students aged three (3) through twenty-one (21) who are or whose parents/guardians or spouses are migratory agricultural workers, including migratory dairy workers or migratory fishers; and who in the preceding thirty-six (36) months, in order to obtain or accompany such parents/guardians or spouses in obtaining temporary or seasonal employment in agriculture or fishing work, have moved from one school district to another.

The District will identify migrant students by including a question on the District's enrollment form. If it is indicated that a migrant student is enrolling, the parents will then be asked to complete a parent survey/family interview form provided by the State Office for Migrant-English Language Learner (MELL) Program. The Regional Migrant Center or the State Director for Migrant Education will be notified of any migrant students who are enrolled in the District. The Regional Migrant Center will be contacted for any assistance needed for the migrant student(s).

Services

School District personnel including secretaries, nurses, counselors, teachers and principals will be advised of the presence of eligible migrant students to ensure that equal access to all school programs is provided. Complaints concerning the placement of migrant students will be resolved by means of the District's complaint resolution procedure for homeless students (Regulation 2260).

Parents of students in the Migrant Education Program (MEP) will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Program. Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficiency (LEP) Parent Involvement

The Board of Education is committed to identifying and assessing the educational needs of students whose native or home language is other than English. The District will identify the LEP/ELL (Limited English Proficiency/English Language Learner) student by including a question on the District's enrollment form. If it is indicated that a LEP/ELL student is enrolling, he/she will be given the Wida- Access Placement Test (W-APT) to determine if the student qualifies for ELL services under state

and federal law. If identified as eligible, the District will provide appropriate programs to address the needs of this student.

Students entitled to considerations under this policy include:

1. Language Minority (LM) - students who come from a background where English is not the student's first language, or where the primary language of the home is not English or both.
2. Limited English Proficient (LEP) - Students whose English language skills are insufficient to lead to success in an English-only classroom.

The District will also take steps to ensure to the maximum extent practicable that the interests of ELL students are included in the development and implementation of District programs and services that are offered by the District to and for its student body.

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.

Communication Strategies

The District will provide communication opportunities for parent/community members through the website, direct mailings, notices to parents, the use of available local media, activities at school, school/classroom newsletters, automated calling system and report cards/progress.

In order to accomplish this goal, the school will be proactive in our communication with parents. Communication formats used by the district include:

1. School Handbook
2. Local Newspaper
3. Website

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4. Email/mail
 5. Newsletters
 6. Parent Teacher Organization
 7. Parent conferences
 8. Letters to Parents
 9. Daily folders K-4th grade
 10. Daily Planners 5th-8th grade
 11. Weekly automated calling system calls
 12. Weekly conduct cards 5th-8th
 13. (Future use) Texting parents with pertinent information

PARENT AND COMMUNITY INVOLVEMENT

The District will involve parents/community members through parent/teacher conferences, open house, volunteer programs, chaperoning field trips, PTO, Bobcat Boosters, Parents as First Teachers, and community events, career day.

Community Involvement in Decision Making

The Board of Education recognizes that many residents of the District may be especially qualified to take an active part in school affairs because of their training, experience, or personal characteristics and encourages them to take an active part in school affairs. The Board shall give substantial weight to the advice it receives from individuals and community groups interested in the District's schools, but shall use its own judgment in arriving at decisions.

Parent Involvement Guidelines School Responsibilities- (CSIP - Objective I)

The Lonedell R-XIV School District will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

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- The district will continue to teach curriculum aligned to the new Missouri Learning Standards.
 - The district will develop common formative and summative assessments in all areas.
 - The district will use assessments to drive instruction, using the Collaborative Work model.
 - The district will provide professional development opportunities to teachers and staff that address curriculum, instruction, and assessment practices related to student achievement.
 - Teachers will implement learned instructional strategies that will enhance student understanding and engagement.
 - All staff will meet in their respective PLC groups weekly to discuss student data, progress and interventions, curriculum, assessment, using the Collaborative Work model, and shared leadership of the districts vision of providing a safe, engaging and positive education for all students.
 - Develop additional and extended academic programs for additional learning.
 - Inform parents, at the beginning of the school year, through the School Handbook , the Parents Right To Know in regards to teacher qualifications.

Hold parent-teacher conferences (at least 2 times per year in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Title I teachers will assist in these meetings and provide parents with evaluation of student progress. Provide timely notification to parents, in the form of letters and flyers, regarding Title I Meetings, school program reviews, school review/ improvement meetings and workshops.

- A school wide Open House/Meet the Teachers Night will be scheduled the first week of school each year.
- Provide a Title I Orientation/Informational Meeting at the beginning of the school year. Provide two Title I Activity Fun Nights for parents and families per school year.
 - Provide parents with frequent reports on their children's progress.
- 5th – 8th grade - Conduct cards will be used for weekly progress of both academics and behavior
- K-4th grade – Daily folders will be sent home for current updates and communication with parents.
- The teachers will send Progress Reports (mid-quarter) and Report cards at the end of each quarter. Report cards are to be signed by parent and

returned within one week.

Provide parents reasonable access to staff.

Teachers are available before and after school for telephone conversations as well as during plan time. Arrangements can be made with individual teachers for meetings and email access which is available on our website.

Provide parents opportunities to volunteer and participate in their child's class.

Title I to provide and sponsor activities to address the needs of children which are unmet due to the absence of one parent, as a need arises.

Parents/Grandparents/community are encouraged to participate and volunteer in all school activities. The following must be completed:

1. Complete and return the Volunteer Registration and Survey Application.
2. Submit a copy of your Social Security Card (This needs to be submitted each year with the MO DHSS Registration Form)
3. Submit the \$13.25 Missouri Department of Health and Senior Services registration fee (first time only).
4. View the film "Smarter Adults, Safer Children" Training Video.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure my child receives the proper amount of sleep, a good meal, has proper school supplies, and attends school every day.
- Making sure that my child spends the proper amount of time in home study and preparation for his/her class.
- Volunteering in my child's classroom and taking interest in school activities and organizations.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school
 - by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
 - Meeting with my child's teacher (s) and inquire about his/her progress in school work; contacting the teacher/principal with any concerns about problems that may have an adverse effect upon my child.

Student Responsibilities

I, as a student of Lonedell R-XIV, will share the responsibility to improve my academic achievement and achieve the State's high standards.

Specifically, I will:

- Do my homework every day and ask for help when needed.
- Read/Homework at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Follow the classroom and school rules to keep me safe and productive.

Parent visitation, pick-up procedures, and classroom visitation

Lonedell R-XIV School has developed guidelines for parent visitation, pick-up procedures, and classroom visitation. Lonedell R-XIV School District does not have policies or procedures that would discourage a parent from visiting a school. Parents are encouraged to maintain a presence when visiting their child's building

or classroom that allows for the educational environment to be positive. Parent input and questions are welcomed by the school district. The appropriate personnel are available to parents if a meeting is scheduled.

Upon entering the school:

School and Classroom Visitation- Visitors will report to the Elementary Office where he/she will sign in, give destination, and receive a name tag which will be visibly placed on clothing. Visitors will also sign out when leaving the building.

Pick-up procedures – Parent/Guardian will be given a pick-up card and pass code needed for pick-up of students. This procedure will be closely monitored and can be set up by the secretaries in the Elementary office.

Parent, community, and school Volunteer Program

The District encourages participation of parents and citizens of the community to volunteer in the school in order to serve as additional resources to the teachers and students. Prior to serving as a volunteer, each individual must follow the Parent Involvement Guidelines (See above).

Program Implementation & Coordination

The principal of Lonedell R-XIV will act as the facilitator for this undertaking. The principal will organize and manage parent involvement in the school with the help of individual parents/staff/community. Management of the program will ensure that parental participation is recognized as an asset to the school.

Summary

It is the goal of Lonedell R-XIV School District to assure an ongoing partnership between the parents, the community, and the school. The district believes such a partnership is fundamental to the academic and social success of students. It is the district's hope that this partnership will produce an atmosphere of community involvement that has a positive impact on the lives of our students.

Revised November 2018

Glossary

Comprehensive School Improvement Plan, Title I Handbook, LEA/School Wide/Building Plan, School-Parent Compact, and the Building, Parent/Family Involvement Plan

1. Adequate Yearly Progress- (AYP) is a measurement defined by the [United States](#) federal [No Child Left Behind Act](#) that allows the [U.S. Department of Education](#) to determine how every [public school](#) and [school district](#) in the country is performing academically according to results on [standardized tests](#). This is our Federal Report Card.
2. Annual Performance Report-(APR) this report is included in the MSIP5 state report card for each school district.
3. Comprehensive School Improvement Plan (CSIP) - is the tool districts utilize to prioritize improvement needs for students to be academically successful and college and career ready.
4. Missouri School Improvement Plan (MSIP)- The Missouri School Improvement Program has the responsibility of reviewing and accrediting the 520 school districts in Missouri. The process of accrediting school districts is mandated by state law and by State Board of Education regulation.
5. Department of Elementary and Secondary Education (DESE – now called- The Department)- It is primarily a service agency that works with educators, legislators, government agencies, community leaders and citizens to maintain a strong public education system.
6. Character Education - During the 2015-2016 school year, the [7 Habits of Highly Effective People](#), were introduced for character education. These habits include: Being Proactive, Keeping the end in Mind (goal setting), Keeping First things first (priorities), Seek first to understand, then to be understood, Think Win-Win, Synergize, Sharpen the Saw.
7. Missouri Assessment Program - is an annual set of mandatory standardized tests taken by students in the U.S. state of Missouri.
8. Positive Behavior Supports (PBS) - consists of a broad range of systematic and individualized strategies for achieving important social and learning

outcomes while preventing problem behavior with all students. A matrix has been created listing the appropriate behavior for each relevant area in our building. A copy of the Matrix can be found in the school hallways or you may request a copy in the elementary office.

9. Professional Learning Communities (PLC) - is an extended learning opportunity to foster [collaborative learning](#) among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups. The PLC model is a tiered working model with a Leadership team and the PLC Collaborative groups. Discussions can begin at either the Leadership or PLC group level and then moves in a cycle back and forth for all voices to be heard.
10. eMints- is an [educational](#) program designed to train educators of children in the [United States](#). The program's goals focus on technology in the classroom as well as social interaction and student research.
11. Title I- formerly known as Chapter 1, is part of the Elementary and Secondary Education Act of 1965, and is the foundation of the federal commitment to closing the achievement gap between low-income and other students. In the school-wide model (Lonedell R-14), our staff uses assessment data to determine students in need of additional supports, then push-into classrooms or pull-out the student(s) for content/concept reviews. Title I staff is also committed to working with parents and community for a better understanding of student need. The Title I Handbook is reviewed annually and can be found on our website at lonedell.org.
12. AIMSweb, and interim assessments such as Acuity, Data- District assessment results used to determine individual, class, and grade level academic performance.
13. Projector Combinations- A projector combination includes a projector and interactive white board to enhance student learning.
14. Shared Network System- Electronic files shared by multiple users.
15. Slosson- A Mathematics Fluency and Calculation Test
16. Smart Board- An interactive white board.

17. STI Accounting- An accounting system used for payroll accounts payable, and accounts receivable.
18. Desktop- A computer that isn't mobile.
19. Wireless- Internet connectivity without a cable.
20. Lumen Student Accounting- A system used to handle grades, student needs, lunch accounts, and attendance.
21. Lightspeed Blocking- Provides protection from inappropriate web surfing and viruses.
22. Responds to Intervention- is a multi-tier approach to the early identification and support of students with learning and behavior needs.
23. Missouri Learning Standards- define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These are grade-level and course-level expectations. These standards encourage critical thinking and problem solving collaboration for a deeper understanding of content knowledge. Pre-mid-post assessments are used to measure student growth of concepts.
24. Rigorous Curriculum Design- is a model for designing or redesigning curriculum so that it truly represents a rigorous 21st-century set of comprehensive units of study aligned with the Missouri Learning Standards.
25. Power Standards- are the standards that are essential for student success. They represent those standards teachers will spend the most time emphasizing.
26. Common and Formative Assessments- Periodic or interim assessments collaboratively designed by grade-level or course teams of teachers to measure student learning growth.
27. Reading Recovery- is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders.
28. Collaboration- is working with others to do a task and to achieve shared goals.
29. Stakeholders- a person with an interest or concern in something, such as education, and/or school districts.

30. ELL/LEP, Migrant, Homeless students- Students who speak English as a second Language (English Language Learners and Limited English Proficiency), Migrant students transition with their family to areas of employment - where it is assessable. Usually in the area of agriculture. Homeless students are students who have been uprooted due to misfortune.
31. Differentiated Instruction- is a flexible and individual approach to instruction. Designed with the students learning style in mind.
32. MUSIC- Missouri United School Insurance Council. The MUSIC Checklist is a list of safety procedures “encouraged” to be used in the district.
33. Library/Media Coordinator (LMC)- School library media coordinators provide leadership for the school library media program.