

A stylized cartoon bee mascot in yellow and black, with large eyes and a wide smile, set against a grey background. The bee is positioned behind the text.

Fair Play R-II School District

TITLE 1 PARENT INVOLVEMENT PLAN

FAIR PLAY R-II SCHOOL DISTRICT
TITLE 1 PARENT INVOLVEMENT PLAN

Statement of Purpose:

Fair Play R-11 School district is committed to the goal of providing an educational experience that enables all students to reach their highest potential. Reaching this goal requires close involvement between the school, home and student. Parents play an extremely important role in this endeavor. This Parent- School Involvement Plan aims to strengthen the alliance between home and school. Following are procedures that will be implemented to insure progress toward reaching our goal.

Procedures for Implementing the Parent Involvement Plan:

1. At annual meetings parents shall be provided an opportunity to participate in the planning, review, and improvement of programs under Title I, including this Parent Involvement Policy, and in the development of the Title I plan. At the annual meeting and at other regularly scheduled meetings, parents shall have the opportunity to formulate suggestions, share experiences with other parents, and when appropriate, participate in decisions relating to the education of their children. Parents will be sent written notices about meetings. Surveys will be sent home so those parents, who cannot attend, can send their suggestions back to the school in written form. Suggestions will be used to review Title I programs. Both positive and negative comments will be given thoughtful consideration.
2. Information shall be given to parents about Title I programs in their school and how their child benefits from these services.
3. Parents will be provided with the school's performance profile results and their child's individual assessment results.
4. Parents will be informed of the curriculum in use at the school, assessments used to measure student progress, and the proficiency levels students are expected to meet.
5. A parent-School Compact will outline how parents, school staff, and students will share the responsibility for improving student achievement. The compact shall describe how parents and the school will work together to help student achieve the academic standards required by the state of Missouri, including responsibilities of school, parents, and students. The compact describes how parents will be informed of their child's instructional program and progress in school.

FAIR PLAY R-II SCHOOL DISTRICT
LEARNING COMPACT

The purpose of a learning compact is to express the expectations of the school, parents, and the student. It is a sharing of visions of what school should be about.

A learning compact is an agreement between the home and school. It defines the goals, expectations and responsibilities of parents and schools for the students' learning. Parents agree to setting aside a study time, seeing that homework is completed, attend parent/teacher conferences, and attend school functions such as Family Nights. Students agree to complete class work on time, being responsible for their own behavior, attending school regularly, and respecting and cooperating with other students and adults. Schools agree to provide children an opportunity to learn in a supportive, safe and drug-free environment that is conducive to learning.

Fair Play R-11 conducted a meeting of teachers and parents to discuss a learning compact and its components. We looked at several different compacts and decided on the statements that we wanted in our compact. These ideas were compiled into one compact. This compact was distributed to the parents of our district for them to take home and discuss with their children with hopes of making a better line of communication between home and school.

FAIR PLAY R-11 SCHOOL DISTRICT

BUILDING CAPACITY FOR INVOLVEMENT AT THE SCHOOL LEVEL

1. Assitive Strategies: The school will provide assistance to participating parents in such areas as:
 - a. Understanding current provisions and requirements of state and federal educational policies
 - b. Understanding how to monitor a child's progress
 - c. Knowing how to work with teachers to improve the performance of their child
 - d. Knowing how to participate in decisions relating to the education of their child.

Such assistance shall be provided in regularly scheduled parent-school meetings, newsletters, home visits, and other parent education activities.

2. Coordination with Other Programs: By establishing and maintaining positive working relationships with other agencies in the community, the school shall seek to:
 - a. Coordinate literacy training programs from other sources, to the extent possible, with Title I programs to provide parents the strategies and materials necessary to improve the achievement of their child
 - b. Coordinate and integrate the parent involvement program with Head Start, Parents as Teachers, preschool programs and other programs that provide activities for parent involvement
 - c. Develop appropriate roles for community organizations and businesses in parent involvement activities including:
 - *Providing information about opportunities for organizations and businesses to work with parents and schools
 - *Encouraging the formation of partnerships between schools and local businesses that include a role for parents

3. Education of School Personnel: By planning and implementing appropriate activities, with parent participation as appropriate, the school will seek to educate all school personnel in:

- *valuing parent contribution
- *communicating and working with parents as equal partners
- *implementing and coordinating parent programs
- *building ties between home and school

4. Other: To the extent appropriate and feasible, the school shall seek and consider parent input concerning the following matters and shall seek to:
 - *provide parent resource centers and opportunities for parents to learn about child development and child rearing issues
 - *ensure that information related to school and parent progress, meetings, and other activities is sent to the homes of Title I students in the family's primary language, and provide other support for Title I parental involvement activities as requested by parents

Please read, sign and return
FAIR PLAY R-11 SCHOOL DISTRICT
GRADES K-6
SCHOOL-PARENT-STUDENT COMPACT

2019 – 2020

Fair Play Elementary and the parents of students participating in Title LA activities, services, and programs, agree that this compact outlines how the entire school staff, parents, and students will share in the responsibility for improved student academic achievement.

School Responsibilities

Fair Play Elementary and its staff will:

*Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows -

1. Retain highly qualified principals and teachers.
2. Provide instruction, materials, and high quality professional development which incorporates the latest educational research.
3. Maintain a safe and positive school environment.

*Hold bi-annual parent-teacher conferences to-

1. Discuss the child's progress/grades during the first quarter
2. Discuss this compact as it relates to the child's achievement
3. Examine the child's achievement and any pending options at the end of the third quarter

*Provide parents with frequent reports on their child's academic progress through-

1. Weekly packet from the classroom teacher.
2. Mid-quarter report mailed from the school
3. Quarterly grade cards/reports sent home by the school

*Be accessible to parents through -

1. Phone calls or person-to-person meetings
2. Scheduled consultation before, during, or after school
3. Scheduled school or home visits.

*Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows-

1. Listen to children read
2. Help with classroom decorations, art projects, etc.
3. Present a program on different cultures, countries, etc.
4. Assist with holiday programs or parties

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

1. Determine to have my child in school every day possible.
2. Check that homework is completed.
3. Volunteer at school whenever possible.
4. Stay informed about my child's education by reading all communications from the school and responding appropriately.
5. Make sure my child will attend after-school tutoring if necessary.

Student Responsibilities

As a student, I will share the responsibility to improve my academic performance to meet the Missouri Learning Standards and will:

1. Attend school every day possible.
2. Respect myself and others.
3. Do my homework every day and ask for help when I need it.
4. Give all notes and information from my school to my parent/guardian when given to me.
5. Attend after-school tutoring if necessary.

Principal: _____ Date: _____

Teacher: _____ Date: _____

Parent(s): _____ Date: _____

Student: _____ Date: _____

RESOURCES FOR PARENTAL INVOLVEMENT

Contact ED's Information Resource Center for information on ED programs, resources, and events at 1-800-USA-LEARN. Specific activities and resources include:

● **EDPubs**, the Department's Publication Center has a multitude of free materials and resources that can assist SEAs, LEAs, schools, parents, communities, and organizations in encouraging and maximizing parental involvement. [EDPubs can be reached directly by calling 1-877-4EDPUBS (433-7827). Order documents on-line at edpubs@inet.ed.gov.]

● The "**What Works Clearinghouse**" (WWC), a project to help education decision-makers answer such questions as "*How do we create better*

Schools? and How can we make sure that all children can read" A part of the Department's Institute of Education Sciences, the WWC has been established to put solid evidence from high-quality scientific research into the hands of educators, policy-makers and the public so they may make better choices about programs and practices. 1-202-245-6940 or ies.ed.gov/ncee/wwc

● **National Center for Family and Community Connections with Schools**, funded through the Southwest Regional Educational Laboratory (SEDL) by the Department's Institute of Education Sciences, bridges research and practice to remove barriers to student achievement. The Center links people with research-based information and resources that they can use to effectively connect schools, families, and communities. The Center reviews emerging findings and research to develop an online database, annual conferences and annual reports to help advance procedural knowledge and provides training and networking across the regional educational laboratory system to link research findings to practice. [For more information visit <http://www.sedl.org/connections/about.html>.]

Key Title I, Part A Parental Notice Requirements

Key Title I, Part A Parental Notice Requirements*	When	By Whom: SEAs	By Whom: LEAs	By Whom: School
<p>Annual report cards (SEAs and LEAs disseminate to parents, schools, and the public, an annual report card with aggregate information, including student achievement (disaggregated by category), graduation rates, performance of LEAs, teacher qualifications, and other required information). <i>[Section 1111 (h)(1) and (2), ESEA.]</i> Guidance, B-5 (SEA) and C-7 (LEA).</p>	Annually	✓	✓	
<p>Individual student assessment reports (SEAs, in consultation with LEAs, provide to parents, teachers, and principals of students schools individual student interpretive, and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student's achievement on academic assessments aligned with State academic achievement standards). <i>[Section 1111(b)(3)(C)(-xii), ESEA</i></p>	As soon as practicable, after the assessment is given	✓	✓	
<p>Progress review (SEAs disseminate to parents, LEAs, teachers and other staff, students, and the community the results of the SEA's yearly progress review of each LEA (including progress in carrying out parental involvement responsibilities); LEAs disseminate to parents, teachers, principals, schools, and the community the results of the LEA's yearly progress review of each school). <i>[Section 1116(a)(1)(C), (c)(1)(B) and (c)(6), ESEA]</i> Guidance, B-7 (SEA) and C-20 (LEA)</p>	Annually	✓	✓	
<p>LEAs identified for improvement (SEAs notify parents of children enrolled in schools in the LEA that the LEA has been identified for improvement and other information) <i>[Section 1116(c)(J) and (6), ESEA.]</i> Guidance, B-8.</p>	Promptly upon identification	✓		

Key Title I, Part A Parental Notice Requirements*	When	By Whom: SEAs	By Whom: LEAs	By Whom: School
LEAs identified for corrective action (SEAs disseminate to parents and public information on corrective actions taken by SEA) <i>[Section 1116(c)(10)(E). ESEA.]</i> Guidance, B-9.		✓		
Schools identified for school improvement corrective action, or restructuring (LEAs provide to parents each student an explanation of what the identification means, how the schools compare to others, reasons for the identification, the LEA's and school's response, how parents can become involved, any corrective action taken, the parental choice and supplemental services options as applicable, restructuring, and other information). <i>[Section 1116(b)(6), 7(E), and 8(C). ESEA. and 34 CFR 200.37(5).]</i> Guidance, C-2 I, C-22, and C-23.	Promptly following identification		✓	
Schools identified for corrective action - supplemental services notice (LEAs serving schools that fail to make adequate yearly progress (AYP) by the end of the first full school year after being identified for improvement provide notice to parents of the availability of supplemental services, the identity of the providers, a description of the services, and other information). <i>[Section 1116(e)(2), ESEA.]</i>	Annually (at minimum)		✓	
Schools identified for restructuring (LEAs serving schools that fail to make AYP after 1 full school year of corrective action provide prompt notice to teachers and parents and provide opportunity to comment and participate in preparing a restructuring plan). <i>[Section 1116(b)(8)(C). ESEA.]</i> Guidance, C-27.	Promptly after school misses AYP following 1 full school year of being in corrective action		✓	
Written parental involvement policies (LEAs notify parents of Title I, Part A	Determined by		✓	✓

Key Title I, Part A Parental Notice Requirements*	When	By Whom: SEAs	By Whom: LEAs	By Whom: School
children of district-level written parental involvement policy; schools notify parents and community of school's written parental involvement policy). [Section 1118(a)(2) and (b)(1). ESEA.] Guidance, C-3 and C-4 (LEA), and D-1 (school).	LEA		(LEA policy)	(school policy)
Written SEA complaint procedures (LEAs disseminate free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the SEA's written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs; [3:1CFR Section 200.11(d)].	Determined by SEA		✓	
Parents' right to know-teacher and paraprofessional qualifications (LEAs inform parents of Title I, Part A students that parents may request, and the LEA then will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child; [Section III/(h)(6)(A), ESEA. / Guidance, C-6.	Annually at beginning of school year		✓	
Parents' right to know-student achievement (schools provide to each individual parent information on the level of achievement of the parent's child in each of the State academic assessments). [Section 1111/(h)(6)(B)(i). ESEA.] Guidance, D-10. NOTE: This requirement may be covered by the SEA's individual student assessment report indicated above.	Determined by LEA			✓
Parents' right to know- non-highly qualified teachers (schools provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more consecutive weeks by, a teacher who is not highly qualified). [Section 1111(h)(6)(B)(ii), ESEA.] Guidance, D-3.	Timely			✓

<p align="center">Key Title I, Part A Parental Notice Requirements*</p>	<p align="center">When</p>	<p align="center">By Whom: SEAs</p>	<p align="center">By Whom: LEAs</p>	<p align="center">By Whom: School</p>
<p>Title I, Part A meeting (schools invite parents to an informational meeting to inform them about the school 's participation in Title I, Part A programs and explain the requirements and their right to be involved). <i>{Section 1118(c)(1) and (2), ESEA./ Guidance, D-5</i></p>	<p align="center">Annual</p>			<p align="center">✓</p>
<p>Title I, Part A information (schools provide to parents of participating children specific information about Title I, Part A programs, and opportunity to request regular meetings). <i>[Section 1118(c):(1), ESEA4 .] Guidance, D-6.</i></p>	<p align="center">Timely</p>			<p align="center">✓</p>
<p>Limited English proficient students- general (LEAs implement effective outreach to inform parents of limited English proficient children of how those parents can be involved in their children 's education and active participants in helping their children attain English proficiency, high achievement levels in core academic subjects, and meet State standards, including notice of opportunities for and holding regular meetings). <i>[Section 1112(g)(1). ESEA Guidance. C-9.</i></p>	<p align="center">Regular (meetings)</p>		<p align="center">✓</p>	
<p>Limited English proficient students – language instruction educational programs (LEAs inform parents of limited English proficient children identified for participation or participating in Title I, Part A-funded language instruction educational program under Title III of the ESEA, of: reasons for the identification, level of English proficiency, methods of instruction, how the program will help the child, and other information; LEAs inform parents of a child with a disability how the language instruction educational program meets the objectives of the child’s individualized education program (IEP)). <i>[Section 1112(g)(1)(4) and (3). ESEA.] Guidance, C-9 and C-10.</i></p>	<p>Annually, not later than 30 days after the beginning of the school year for children ID’d before beginning of year; otherwise within first 2 weeks of child being placed in language instruction program.</p>		<p align="center">✓</p>	

<p align="center">Key Title I, Part A</p> <p align="center">Parental Notice Requirements*</p>	<p align="center">When</p>	<p align="center">By Whom: SEAs</p>	<p align="center">By Whom: LEAs</p>	<p align="center">By Whom: School</p>
<p>Limited English proficient students- insufficient language instruction educational programs (eligible entity using Title I, Part A funds for a language instruction educational program under Title III of the ESEA provides separate notice to parents of a child identified for participation in, or participating in, the program to inform them that the program has not made progress on the annual measurable achievement objectives). <i>[Section 112(g)(1)(B). ESEA.]</i></p>	<p>Not later than 30 days after the failure occurs</p>		<p align="center">✓ (or other eligible entity)</p>	
<p>Students with the most significant cognitive disabilities (a State that measures the achievement of students with the most significant cognitive disabilities based on alternate achievement standards must ensure that parents are informed that their child's achievement will be based on these alternate standards. The SEA must also ensure that parents are informed of the actual achievement levels of these students, particularly in the case of an LEA that exceeds the 1% cap on counting proficient scores for AYP). <i>[Section 111(b)(3). ESEA. and 3. f CFR Section 200. 6(a)(2)(iii)(A)(l). 200.13(c)(4)(v)j</i></p>	<p>Determined by SEA</p>	<p align="center">✓</p>		

Dear Parents,

Our school is continuing our Parent Involvement Committee. This committee will include parents, the Title I teacher, other school staff, a school administrator, and community members. The committee will work together to develop and employ ways to support our children's academic achievement through school and home partnerships. We will discuss such matters as: 1) ways parents can help their children do better academically; 2) parent networking; 3) classroom volunteering; and 4) Family Nights.

If you are interested in being a part of this committee, please fill out this form and return to school by _____.

The first meeting will be held in the Title I room on _____.

___ Yes, I am interested in being a part of the Parental Involvement Committee.

My contact information is:

Name _____ Phone # _____ Email _____