

PARENT AND FAMILY INVOLVEMENT AND ENGAGEMENT
(District Title I Parent and Family Involvement and Engagement Plan)

District: The School District of Kansas City 33 d/b/a Kansas City Public Schools

School Year: FY 2019–2020

This plan was created jointly with parents and family members of students attending a district Title I school or otherwise participating in the district's Title I Part A program. It will be reviewed annually and amended as needed.

Meetings

The district met with parents and families to develop this plan on November 13, 2019.

The district informed parents and families about the meetings in the following ways: website, Twitter, School Messenger and flyers at district sites.

Approximately 18 parents and families attended one or more of the meetings.

Evaluation

After evaluating the plan in place last year, those participating made the following findings regarding the content and effectiveness of the plan: new plan. See below.

Plan

1. The district's expectations and objectives for meaningful parent and family involvement are:
 - a. Support and secure strong effective partnerships among parents, families, schools and the community that serves to improve academic quality and student performance;
 - b. Provide the coordination, technical assistance and other support necessary to assist schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance; and
 - c. Comply with Title I, Part A requirements regarding the establishment of a parent and family engagement policy according to Section 1116 of the Every Student Succeeds Act (ESSA).

2. The following were identified as barriers to greater involvement and engagement of parents and families in the district, particularly parents who are economically disadvantaged, have disabilities, have limited English proficiency or have limited literacy:
 - a. Non-standard parent/teacher association formats (PTA, Lighthouse, SAC) with differing meeting structures and support.
 - b. Limited meeting times (early a.m./late p.m.) that prevent greater access/ability to engage for parents and families.
 - c. Perceived insufficient access to language assistance in the district, especially school campuses with more than four different languages.
3. The district will use the following strategies to eliminate or address the barriers identified above:
 - a. Family and Community Engagement staff will work with parent involvement staff (parent liaisons, parent involvement/engagement specialists, home school coordinators, etc.) to create similar formats for parent/school meeting groups to retain flexibility in structure, while providing consistency in services and quality.
 - b. Family and Community Engagement staff will work with parent groups to offer diverse/flexible unique to school/campus parent engagement collaboration meetings that are offered at various times (not same each month).
 - c. The district will continue work with Jewish Vocational Services (JFS) to provide more effective translation and interpreter services for district parent engagement activities, and ensure schools are aware of the language support services offered within the district.
4. Parents and family members need the following to assist their student(s) with their learning:
 - a. A welcoming and responsive environment for all families regardless of race, color, national origin, religion, gender identity or expression, sexual orientation, disability, age, socio-economic status, political beliefs, or any other protected affiliations;
 - b. District promotion of family and community engagement participation in school district, learning network and school-level decisions;

- c. Increased access to information to assist parents in navigating the district so their children can obtain the resources required to help them achieve their maximum academic potential;
 - d. District responsiveness to parent concerns and/or complaints to ensure children's educational needs are met;
 - e. Opportunities for parents to acquire necessary information, knowledge and skills to build capacity for leadership and advocacy to support their children's education at home and at school;
 - f. Accountability of staff at all levels throughout the district in working with parents as partners; and
 - g. Setting high expectations for excellent customer (parent/family) service.
5. The district can help address those needs in the following way:
- a. Offering multiple entry points that parents and community can use to access information and get support in resolving their concerns.
 - b. Improving access to information.
 - c. Securing input and feedback.
 - d. Supporting linguistically and culturally diverse families—ensuring that multilingual families have access to information, support and family involvement opportunities.
 - e. Improving customer service.
6. The district will provide the following activities or processes to improve parent and family involvement and engagement in the district:
- a. Supporting families in resolving concerns and exploring ways to better support their child's education, helping parents navigate the district, offering information about the district's programs and services, and sharing information about community-based programs and services, and sharing information about community-based programs and resources through the Family Empowerment Center, which will also host a variety of parent workshops and events. Family and Community Engagement will continue to staff-assist schools in expanding family engagement opportunities and building stronger school-family partnerships, supporting parents in resolving their

concerns through one-on-one support, acting as a liaison between central office/school staff and families, collecting and disseminating information about services and resources, organizing and facilitating parent workshops, helping schools form and/or strengthen parent leadership organizations, and providing other services and resources to meet the diverse needs of all families.

- b. Making information about district programs, services, processes and procedures available on the Kansas City Public Schools website www.kcpublicschools.org; using Facebook, Twitter, Instagram, School Messenger (an e-mail, text message and robocall notification system), Peachjar (a digital flyer management system), and working with traditional media partners to share information with families and community; utilizing Let's Talk (<https://www.kcpublicschools.org/letstalk>), a web-based knowledge-management system that leverages technology to offer timely answers to most frequently asked questions; utilizing Tyler Student Information System (SIS), a parent and family portal, which offers parents a way to stay abreast of what is happening at their child's school through a web-based account and allows them to update their contact information as it changes.
- c. Providing updates on the latest happenings in the district by inviting stakeholder groups, including parents, students, staff and community members, to participate in district and school-based meetings to receive input, get new ideas and solicit feedback to inform district policies and priorities; and strengthening family and community involvement in school-based decisionmaking through the implementation of parent leadership organizations—advisory bodies that ensure schoolwide representation when discussing matters that affect the whole school.
- d. Bringing together representatives from all stakeholder groups: parents, school leadership and staff, community partners and students to provide a platform for discussion and collaboration to ensure success of all students; working closely with interested parents and community stakeholders to raise awareness about the importance of their involvement at the school and district level and encourage them to invest in building relationships with teachers, principals and school-based staff, to attend Back-to-School Nights and parent-teacher conferences, to stay in constant communication with the schools, visit their child's classroom, come to school meetings and events, volunteer, join parent groups and assume leadership roles.
- e. The district provides an array of services and tools to facilitate communication with multilingual families, including access to telephonic interpretation service in over 150 different languages and dialects, and translation of districtwide and school-specific documents. Language Services and Cultural Equity helps multilingual families establish ongoing communication with the school and access district

information and resources in their native language through the services of Community Liaisons and Interpreters; provides access to live interpretation at meetings, conferences, district and schoolwide events; and builds partnerships with immigrant and refugee-serving organizations and supports. Newcomer Family and Community Liaisons are interpreters, translators and cultural brokers who serve as bridges between our students, parents, schools and administration. Currently, we employ five liaisons who speak Somali, Spanish, Karen, Swahili, Kinyarwanda, French, Kirundi and Kinyamulenge—our eight most used district languages. They facilitate communication and establish an effective link between families with limited English proficiency (LEP) and district personnel via phone, written communication, home visits and parent meetings. Liaisons also assist families with fulfilling district requirements, such as filling out forms, procuring uniforms, obtaining vaccinations and arranging student transportation. Liaisons provide additional resources to English Learner (EL) students and their families by referring them to district departments and outside agencies. Language Services and Cultural Equity also hosts a monthly newcomer orientation (in Spanish and other languages to orient families to the United States education system), which gives caregivers the tools to support student academic and social growth.

- f. Actively solicit and respond to feedback on the effectiveness of our schools and our key departments through surveys, focus groups and town halls. The district will utilize and seek to increase participation in student and parent/guardian surveys; invite students, parents, and community stakeholders to participate in focus groups to solicit ideas for improving the educational experiences of students; expand best practices for incorporating student voice; schedule town hall meetings in a variety of school locations; provide customer service training to administrators, teachers, secretaries, central office staff, and support staff designed to improve interactions between families and schools; implement a customer service approach that moves toward family-friendly schools and offices

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Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: 11/21/2019

Kansas City Public Schools, Kansas City, Missouri