



District/LEA: 115-115 ST. LOUIS CITY Year: 2025-2026

ePeGS

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

☒ Number

☐ Name

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

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 LEA will ensure all parents and families have the opportunity to provide input and feedback on the LEA Parent and Family Engagement Policy by engaging families via surveys, meetings, and communications. Other forums that provide opportunities for parents' input on family engagement policy are school events, Fall Title 1.A Informational meeting, Title 1.A Annual Evaluation, and Parent University. Some parents serve a dual role as parents and employees.

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

At the beginning of each school year, the School Parent and Family Engagement Policy is shared with families during the Title I.A Annual Informational Meeting. During this meeting, parents are also presented with the School-Parent Compact, and their signatures are collected as a form of agreement. The signed compacts are uploaded into the student information system, FOCUS. Once parents log into the system, the School-Parent Compact becomes available for them to review and sign. A comment box is provided to collect parent input on the compact. Building administrators and Family Support Specialists co-facilitate school-wide planning meetings (mornings and/or evenings) to include parents in school decisions and agreement regarding the parent and family engagement policy. In addition to feedback gathered during the Title I.A Annual Meeting, input from parents and staff is also collected throughout the year via surveys, other parent meetings, and school events. The school administrative team compiles this feedback and presents it during the Spring Title I.A Annual Evaluation to recommend changes. At this evaluation, the team discusses and finalizes updates to the School Parent and Family Engagement Policy for the following school year. For parents who are unable to attend meetings or participate in surveys, the school leadership team shares the School Parent and Family Engagement Policy through ParentSquare, the district's communication platform. Parents are encouraged to review the documents and provide feedback or input.

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

The policy will be distributed to parents and families by hard copies being handed out at events such as Title I Meetings, Open House, Parent-Teacher Conferences, PTO Meetings, National Parent Engagement Day, Parent University, Literacy events, etc. The policy will also be posted on school bulletin boards, and school, and district websites.

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 LEA will gather parent/family input from a needs assessment. Using the items identified in the needs assessment, the LEA will align them to the 6 process conditions. Additionally, the LEA will gather parent/family input on goals/strategies for family engagement. Furthermore, parent surveys are distributed as part of the Title I information process. This data is shared, and the feedback is used in planning (informing the plan).

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

Schools and staff receive ongoing guidance, support, and professional development to assist with effective parent and family engagement for building positive relationships, activities/events, school-parent and family engagement policies, and school-parent compacts. Family Support Specialists meet regularly to enhance family engagement strategies at the school and district levels. Family Support Specialists, parents, and school staff also participate in these activities as part of ongoing collaboration and participation in school programming, district activities, surveys, and SLPS-sponsored community events.

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 LEA will work with all program managers of the above programs to ensure proper coordination in the area of family engagement to ensure collaboration and cohesion in the family engagement efforts through focus groups, committees, and cross-functional team collaboration. The district's Title III LEP plan addresses ELL family engagement in coordination with the district's Title I Plan.

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 LEA will host a meeting of district staff, families, and community stakeholders to review and revise the content and effectiveness of the parent and family engagement policy for improving the academic quality of all schools. Key staff members from various departments within Student Support Services and Family Engagement participate regularly in these meetings and input/feedback sessions.

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

Methods for identifying barriers include the following items: surveys and one-on-one meetings. These methods are designed to provide parents and families with multiple avenues to evaluate the program and provide feedback on the parent and family engagement policy. We plan to work alongside our Communications Department and ESOL departments to ensure communication is parent-friendly and equitable to increase participation. Family Support Specialists work intentionally to recruit parent participation and involvement in all activities across all schools (Magnet, Comprehensive, Neighborhood, Northside, Southside) to ensure equity centered around race, culture, socio-economic status, etc., are part of the voices raised to ensure barriers are eliminated across all aspects.

- ☒ 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

Family Support Specialists are participating in ongoing training to learn how to link events, activities, and home-to-school takeaways to learning by working in collaboration with school staff such as teachers and Academic Instructional Coaches. The team will use school-wide data to help drive the types of events and activities they implement with families to improve academic achievement. The LEA also identifies needs based on data retrieved from community partners that assist families with basic needs.

- ☒ Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

Family Support Specialist will use the Dual Capacity Framework for Family-School Partnerships as strategies to support successful school and family interactions, including Building Positive Relationships, Linking their work (events/activities) to learning, seeing families from an asset-based lens, ensuring interactions are culturally responsive, collaborative, and interactive.

- ☒ 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**

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