



District and School Parent and Family Engagement Policy

The local educational agency (LEA) school district and Title I schools, in meaningful consultation with parents, may use the sample template below as a framework for the information to be included in their parent and family engagement policy. School districts are not required to follow this sample template or framework, but if they establish the LEA's expectations for parent and family engagement and include all of the components listed under Parts II and III below, they will have incorporated the information that section 1116(a)(2) requires to be in the LEA parent and family engagement policy. The district and Title I school are required to engage parents and families, who have Title I students, through meaningful consultation in developing/revising the school policy. They are encouraged to include other relevant and agreed-upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement. Meaningful consultation is when conversations are held before decisions are made to ensure the joint development of the policy is effective.

This template may be used when a district serves one school with Title I funds. If your district has more than one Title I school, the district must have a parent and family engagement policy and each Title I school must have a policy.

If the district has a parent and family engagement policy that applies to all parents and family members, the district can amend that policy, if necessary, to meet the requirements of ESSA, section 1116. Note: [Minnesota Statutes, section 124D.8955](#)

Building District/School Capacity for Involvement

To make sure there is effective involvement of parents and to support a partnership with parents and the community, each Title I school and district will assist to improve student achievement:

1. Provide to parents of Title children assistance in understanding the state academic standards, the state and local academic assessments, the parent and family engagement rights of Title I, how to monitor their child's progress, and work with their child's teachers to improve the academic success of their child.
2. Provide materials and training to help parents work with their children to improve their children's academic achievement. This could be literacy training and using technology, as appropriate, to foster parental involvement.
3. Educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and schools.
4. When possible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct activities

together, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

5. Ensure when possible that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Discretionary District/School Parental Involvement Components

The [Insert name of school/district] parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:

1. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training.
2. Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
4. Train parents to enhance the involvement of other parents.
5. In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
6. Adopt and implement model approaches to improving parental involvement.
7. Establish a district parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
8. Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
9. Provide other reasonable support for parental involvement activities identified under section 1116 as parents may request.

Resources:

Every Student Succeeds Act (ESSA), Section 1116, PDF of the federal law

Titles I and II, Compliance Guide and Monitoring Tool, on the Minnesota Department of Education's website

Title I, Part A, Parent and Family Engagement Toolkit, Texas Education Agency and Region 16 ESC, Statewide Parent and Family Engagement Initiative

Parent and Family Engagement (PFE) in Title I, Part A Programs, State of Washington, Office of Superintendent of Public Instruction

Local Educational Agencies (LEA/District) and School Policies, Georgia Department of Parent and Family Engagement

Family and Community Engagement, United States Department of Education

Aspen Academy, District 4184, Parent and Family Engagement Policy 2021-2022

Aspen Academy, District 4184, is committed to the goal of providing quality education for every child in this district. We want to establish partnerships with parents and with the community. Everyone gains if school and home work together to support high achievement of our children. We can't do this job alone. Parents and families play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

Part I. District Expectations

Aspen Academy agrees to implement the following requirements:

1. The school district will put into operation programs, activities and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESSA.
3. In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
4. The school district will incorporate this district wide parent and family engagement policy into its district plan developed under section 1112 of the ESSA.
5. If the district plan for Title I, Part A found in the State Educational Record View and Submission (SERVS), developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Minnesota Department of Education.
6. The school district with a Title I, Part A allocation of over \$500,000, will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools.

7. The school district will be governed by the following definition of the term “parent” includes legal guardian or other person standing in place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).
8. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - a. that parents play an integral role in assisting their child’s learning;
 - b. that parents are encouraged to be actively involved in their child’s education at school;
 - c. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - d. that other activities are carried out, such as those described in section 1116 of the ESEA.

Part II. Description of How the District and School Will Implement Required Components

1. Aspen Academy, District 4184, will engage parents and families who have Title I students in developing/revising the district and school policy.
We will fulfill this requirement by holding the annual meeting on Title 1 services and invite parents and families to the committees that discuss plans such as Read Well By Third Grade and World’s Best Workforce. The monthly board meetings will be positively promoted for Title 1 parents and families to attend.
2. Aspen Academy, District 4184, will take the following actions to engage the parents and families in jointly developing the district Title I plan (section 1112) which is in the SERVS application and the development and review of the Schoolwide or Title I Targeted Assistance Plan. If applicable the Comprehensive Support and Improvement and the Targeted Support and Improvement plan, in the schools’ identified for improvement plans. [Section 1111(D) (1)(2)]
Through our Title 1 committee, inclusive of staff, parents and families, the Title 1 Targeted Services Plan will be worked on with the support of the Title 1 committee.
3. Aspen Academy, District 4184, will coordinate technical assistance and other support that is necessary to build the capacity of staff in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. This could include meaningful consultation with employers, business leaders and philanthropic organizations or individuals with this experience in effectively engaging families in education.
4. Aspen Academy, District 4184, will coordinate and integrate with federal, state and local programs, including public preschool programs, to implement effective parent and family engagement strategies that improve student achievement and school performance.
We will continue to offer our Family Educational Night, which may be facilitated via zoom. We will hold our annual Title Night for families where math games are taught and reading activities will be presented. Video recordings may be added to the website. There will be supplies sent home with families to play the games and participate in activities at home.

5. **Aspen Academy, District 4184, will take the following actions to conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy (programs/activities) in improving the academic achievement of Title I students and the schools.**

Reviewing and evaluating the parent and family engagement activities/programs:

- a. **Identify barriers and the needs of parents and family members that keep them from participating in their child's education especially the economically disadvantaged, disabled, limited English proficiency or any racial or ethnic minority.**
- b. **Identify the needs of the Title I parents and family members to assist the learning of their children and the teachers and school staff.**
- c. **Identify strategies to support successful school and family interactions.**

We will implement a family survey to Title 1 families to gain feedback on what is working well for them in the support of the current Title program and to learn what are barriers, frustrations, or inconveniences that may be hindering full involvement in the program. Title 1 teachers and title support assistants will design and administer the survey. Title 1 teachers will share results with parents, staff and board members.

6. **Aspen Academy, District 4184, will use the findings of the evaluation to design evidence-based strategies for more effective parent and family engagement as necessary and to revise the parent and family engagement policy as necessary.**

Research from Joyce Epstein's Framework of Six Types of Involvement and Dr. Mapp's work, Powerful Partnerships: a Teacher's Guide for Engaging Families for Student Success will be referenced.

7. **Aspen Academy, District 4184, will involve parents in activities at the school level. This could be establishing a parent advisory board that represents the population of Title I parents and family members, that develops, evaluates and reviews or revises the parent and family engagement policy. We will work to have this advisory board be included in our World's Best Workforce committee to align all district goals.**

8. **Aspen Academy, District 4184, will convene an annual meeting, at a convenient time, when the parents of participating children are available to attend. The Title I annual meeting will inform parents about the Title I program, explain the requirements of parent and family engagement and the rights and responsibilities of the parents to be involved.**

Due to the current condition of the Covid 19 pandemic, the annual meeting may be held via Zoom during the second week of November, 2021 and no later than December 3, 2021.

9. **Aspen Academy, District 4184 will offer flexible meeting times during morning, evening or weekends and may provide transportation, child care or home visits. Due to the current condition of the Covid 19 pandemic, the meeting times will be held over Zoom, in which the meetings can be recorded and made available for families that may have a more convenient time to watch the meeting and then provide feedback.**

10. Aspen Academy, District 4184, will involve parents in the planning and review of the school improvement plan and the joint development of the schoolwide plan when applicable. If the schoolwide plan is not satisfactory to the parents, submit comments on the plan when submitted to the district. [Section 1114(b)]

Aspen Academy, District 4184, is not required to develop a Schoolwide Plan at this time.

11. Aspen Academy, District 4184, will provide assistance to parents of Title students:
 - a. Timely information about programs offered to engage in their child's education.
 - b. An explanation of the curriculum, state and local academic assessments including alternate assessments, and the achievement levels of the state academic standards.
 - c. If they request, opportunities for regular meetings to hear their suggestions and participate in decisions related to their child's education.

Part III. Description of the Shared Responsibilities for High Student Academic Achievement

Aspen Academy, District 4184, will jointly develop with Title I parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement to meet the state academic standards. The compact should:

1. Describe the curriculum and instruction that help their student meet the state standards, identify where their child is performing and discuss ways the parent can support their child's education at home and at school.
2. Talk about the importance of the teachers and parents communicating on an ongoing basis at a minimum:
 - a. Conduct a parent-teacher conference in elementary schools, at least annually, during which time the compact is discussed as it relates to the individual child.
 - b. Provide frequent reports to parents on their children's progress
 - c. Provide information on how parents can contact staff and staff can best contact parents, opportunities to volunteer and participate in their child's class, and observation of classroom activities
 - d. Make sure that two-way meaningful communication between family members and school staff is addressed and when at all possible, is in a language the parents and family members can understand.

Part IV. Accessibility

Aspen Academy, District 4184, will meet the requirements of parent and family engagement of Title I, to the extent practicable, we will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

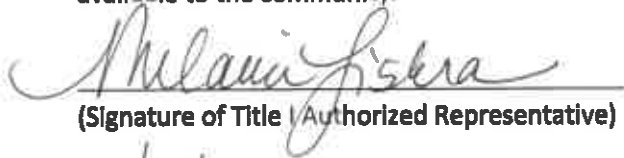
We will meet this requirement by partnering with our EL licensed teachers, include our translators and use TransAct for information to be shared in home languages.

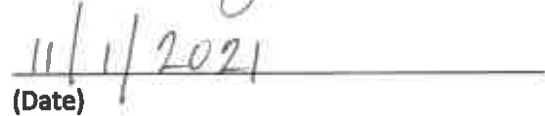
Part V. Adoption

The Aspen Academy, District 4184, Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes and sign-in sheets.

On November 1, 2021, The Aspen Academy Parent and Family Engagement Policy will be in effect for the period of the school year.

Aspen Academy, District 4184, will distribute this policy to all parents of participating Title I children and make it available to the community.


(Signature of Title Authorized Representative)


(Date)

This template of a District/School Parental and Family Engagement Policy has been developed by combining two documents, the modified version of the sample provided in the U.S. Department of Education Parental Involvement Guidance and the sample of the School Parental Involvement Policy provided by the Minnesota Department of Education.