

FY23 Parent and Family Engagement Policy

ESSA, Section 1116. Note: Minnesota Statutes, section 124D.8955.

KIPP Minnesota (KIPP) is committed to providing quality education for every student in our school. To this end, we will establish partnerships with families and with the community. Everyone gains if school and community work in lock step to promote love, care, and achievement for and by students. Family, community, and school support for all students is critical to their success at every step along the way.

What is Parent & Family Engagement at KIPP?

“Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.”

From “Parent” to “Family”

KIPP believes that using both terms is inclusive and respectful of all adults who raise and care for children, including biological, adoptive, and foster parents; grandparents; legal and informal guardians; and adult siblings. KIPP further believes that family engagement is the collaboration of families, schools, and communities as active partners in the shared responsibilities of ensuring each student’s success in lifelong learning and development. These partnerships are committed to engage in meaningful and respectful cultural ways while sharing the ownership of children’s challenges and successes from birth through postsecondary and career opportunities.

Why Parent and Family Engagement?

Research tells us that schools who establish strong, trusting relationships with parents and families, are more likely to provide environment for students to:

- Learn to read faster (exhibit faster rates of literacy acquisition)
- Have higher grades and test scores
- Be promoted and take more challenging classes
- Adapt better to school and have better attendance
- Have better social skills and behavior
- Graduate

Parent/Family Engagement Standards

KIPP and parents will adopt the National PTA Standards for Family-School Partnerships as the school's model in engaging parents/families, students, school staff and the community. These standards are:

1. Welcoming All Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community

Building KIPP Minnesota's Capacity for Engagement of Parent/Families. The director or his/her designated individual(s) will have the responsibility of overseeing the execution of the Parent/Family Engagement Program. To ensure that there is effective engagement of parents/families and to support a partnership with parents/families and the community, KIPP will do the following to involve parents/families to improve student achievement:

1) Provide to parents/families of all children assistance in understanding the state academic standards, the state and local academic assessments, the parent and family engagement rights of ESEA, Section 1116, how to monitor their child's progress, and work with their child's teachers to improve the academic success of their child.

- a) Utilize a PFE coordinator that will:
 - i) Ensure that effective PFE is one of the school's highest goals.
 - ii) Oversee all activities in the Parent/Family Plan are successful.
 - iii) Develop and publish the Annual Parent Family Engagement Calendar.
 - iv) Maintain a log of events, comments and needs of families are maintained and discussed with the leadership team.

- b) Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
 - i) Form and utilize a Family Advisory Committee.
 - ii) See resources available at the end of this document.

- c) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - i) Parent-teacher conferences in elementary schools during which the compact must be discussed as it relates to the individual child's achievement.
 - ii) Frequent reports to parents on their children's progress.
 - iii) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;

iv) Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

d) Offer a flexible number of meetings, such as in the morning or in the evening. Funds may be used to provide transportation, childcare, or home visits, as the services relate to parent involvement.

e) Convene an annual meeting, at a convenient time, to which all parents of participating children must be invited and encouraged to attend to inform parents of their school's participation in Title I, Part A, the requirements of the program, and the right of the parents to be involved.

2) Provide materials and training to help parents work with their children.

a) Timely information about Title I, Part A programs.

b) A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.

c) If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible.

d) Explain and implement the School's School-Parent Compact that describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time

e) Refer families to community Literacy Training Classes if needed.

f) Develop an Annual PFE calendar to be shared with all staff, board, and families in hard copy and on the school's website. This document will highlight all activities where engagement activities are listed, provided to all families and posted on the school's Website. This calendar will also be included in the Parent handbook. Some of the events listed will be: Kindergarten Registration, Other Student Registration, Completion of Free/Reduced Lunch forms, ELL Family Notification, Family/Teacher Conferences, Family/School preschool open house, Family Advisory Committee

Meetings, Monthly Board of Education Meetings, Annual Fall and Spring Title I meetings, Annual Parent/Family Satisfaction Survey including question on effectiveness of Family Engagement, Report Card Distribution, School events such as Concerts, Athletic Banquets, Kindergarten Graduation, Open Houses, Awards events, Field Trips w/ Family Chaperons, Science Fair Events, and other events that involve the Family/Community.

g) Maintain a Parent/Family Resource Center where documents and information for parents in their native language is available at all times.

h) See resources available at the end of this document.

3) Provide materials and training to help parents work with their children to improve their children's academic achievement. KIPP will:

a) Ensure that information related to 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.

b) Form and utilize a Family Advisory Committee and to:

i) Committee will share what is right and what improvements the school should make to facilitate effective family engagement activities and school improvements.

ii) Assist in the annual revision of the PFE Plan/Policy

c) Maintain a Parent Resource Center where documents and information for parents in their native language is available at all times.

d) Provide adequate resources to supply the Parent Resource Center and the PFE coordinator.

e) See resource list at the end of this document.

4) 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.

a) Ensure full opportunities for participation of families with limited English proficiency. All communications with and documents for these families will be translated to the home language. Translators will be available for all meetings with teachers, and school personnel.

b) KIPP will provide high quality PD for all staff at the preschool workshop. Presenters will include parents and other presenters.

c) Family engagement will be discussed at all staff PD events during the year.

5) 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, which will encourage and support parents in more fully participating in the education of their children.

a) As a small charter school, KIPP has few alternatives but to coordinate and integrate all requirements for parent involvement requirements, i.e. Title I, PF engagement, SWP committee, and PFE parent advisory committee.

6) All documents that an English speaking Family would receive will be translated to the family's primary home language and for those parents that do not read their native language, KIPP will provide a translator to read the documents to those individuals.

i) This includes all documents mailed to the family's home, provided on the school's Website, Selected Documents for the Parent/Family Resource Center, Agendas for all meetings, Minutes of all meetings and other information as requested by a Parent/Family member.

Discretionary Parental Involvement Components

KIPP Minnesota may also participate in the following activities and the parent and family engagement lead designates. These activities are meant to provide additional support for student's academic achievement.

- Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training.
- 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.
- 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.
- Train parents to enhance the involvement of other parents.
- 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.

- Adopt and implement model approaches to improving parental involvement.
- Establish a district parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A, programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Provide other reasonable support for parental involvement activities identified under section 1116 as parents may request.

Adoption

KIPP Minnesota’s 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 September 2, 2022 the KIPP Minnesota Parent and Family Engagement Policy will be in effect for the period of the school year.

KIPP Minnesota will distribute this policy to all parents/families in English and if preferred the family’s home language, post it on the school’s website, and make it available to the community.

Resources

- MDE. *Parent Rights Statutes*
- MDE. *Ways Families Can Support Their Children’s Education. (English, Somali, Spanish, and Hmong.)*
- MDE. *Families as Partners in Education. Webpage.*
- MDE. *Family, School and Community Engagement. Webpage.*
- MDE. *Parent/Family and School Compact.*
- MDE. *A Parent/Guardian’s Guide to School.*
- MDE. *Minnesota Report Card User Guide.*
- MDE. *Title I Compliance Guide and Monitoring Tool.*