

Minnesota Transitions Charter School Parent and Family Engagement Policy

2020-2021

Minnesota Transitions Charter School, Banaadir Academy, Banaadir Elementary, MTS Elementary, MTS Secondary are 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

Minnesota Transitions Charter Schools 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. Minnesota Transitions Charter Schools will engage parents and families who have Title I students in developing/revising the district and school policy.
 - Parents will be included in revising of the parent involvement plan by attending and becoming a member of the Title One Committee meetings.
 - Meetings at opportune times –planning, reviewing, and improvements to be discussed
 - Notification of student selection/qualification for Title I program by written explanation, including information pertaining to program and to provide contact information for any questions parents may have can be addressed
 - Parents will receive regular communication consisting of monthly calendars, mailings, telephone communication and website access of upcoming events.
 - Schedule Parental Visitation Nights such as Fall Open House, Academic Title One Nights, Annual District Meeting
 - Needs Assessment Surveys/Evaluations

2. Minnesota Transitions Charter Schools 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)]
 - A. The district will involve parents in Shared Decision Making committees consisting of parents/teachers/administrators for revision of the Title I Plan by:
 - Determine goals and objectives for the new school year
 - Continued participation in the School improvement Planning and Revision Suggestion boxes in various locations for parent input
 - District Report Card posted on State Website
 - Needs Assessment Surveys and Evaluations

 - B. Parent will be informed about the school report card:
 - The MTCS website (MTCS.org) will post the state web address for viewing the results of ESSA for MTCS,
 - Provide copies of the ESSA Report Card or LEA School Report Card will be available at each building site,
 - Providing a link to the Minnesota Transitions School Report Card on the Minnesota Department website
 - Brochures displayed on how to read the ESSA Report Card and individual student state reports
 - Disseminating and discussing the MCAIII scores at the Parent-Teacher conferences.

 - C. The district will notify the parents of any building/program in the MTCS district that has been Identified for needs improvement by ESSA:
 - Sending the information home explaining the needs status and level of their individual buildings
 - Notify parents by letter of the educational rights of the children according to the needs level of the school.

 - D. The district will consult parents about the district plan for improvement by:
 - Conducting Title One Parent committee meetings where parents are invited to join the committee and be representatives for all the parents

- Scheduling four Parent events (dinners or breakfast) with the agenda to update parents on the improvement plan
- District wide annual meeting.

E. The district will conduct staff development for implementing effective strategies for parent involvement:

- At the PLC (Professional Learning Communities) meetings staff will collaborate on strategies which will encourage more parent involvement in the classroom and school Notice will be sent home in a timely manner of when family night activities take place and flyers will be posted of events that involve parents in MTCS buildings
- Staff Development on creating classroom volunteering opportunities for parents Staff collaboration and development of Video of class expectations (opportunities) per grade sent home
- “First Call” teachers make parents aware of positive behavior and events in class Individual classroom teachers keep the MTCS web page updated with pertinent Information about classroom celebrations and upcoming events (tests, assignments, etc.)
- Use of Skyward to keep parents informed of individual student progress and class assignments.
- Using Email newsletters teachers announce classroom volunteering opportunities and classroom events.

3. Minnesota Transitions Charter Schools 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.

- Parents with access to the internet outside of school can view student’s progress and attendance through skyward.
- Teachers communicate through emails, when available, of monthly classroom volunteering opportunities and classroom events,
- Parents will have access to teacher’s school email address to communicate with teachers regarding classroom questions and matters,
- Individual classroom teachers keep MTCS web page updated with pertinent information about classroom celebrations and upcoming events (tests, assignments, etc.),
- Skylink phone system is used to notify parents/guardians when students are absent or notify them about special events taking place at each building,
- Parents will receive instructions on how to monitor students’ progress using Skyward.

In addition to the above activities, the K-8 Schools will also include the following:

- Sharing methods on how to establish routing family reading and Math time at home with your child; Making cards, Reading aloud/questioning; Flashcards/Concentration; Board games; learning game sites
- Encouraging parents to model good reading habits and monitor homework
- Inviting all parents/students to the Math and Reading Night planned by the Title I program
- Providing researched based activities, materials, and information on strategies for practical application, which accelerate learning/growth in the areas of Reading and Math
- Supplying take-home activities
- List of educational websites will be distributed to parents for use at home
- MTCS will conduct Math and Reading Title I parent nights to inform parents on ways to help support student learning at home
- Providing resources and hands-on experience with technology using the school computer lab.

4. Minnesota Transitions Charter Schools 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,

The school district will, with the assistance of its title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions such as:

- The state's academic content standards,
- The state's students' academic achievement standards,
- The state and local academic assessments including alternate assessments,
- The requirements of Title I,
- How to monitor their child's progress, and
- How to work with educators.

MTS will provide the following activities to ensure success:

- Parent/Teacher Conferencing will be planned twice a year for parents and teachers to discuss state, classroom assessments and student progress
- Parents will be receive instruction on how to monitoring student progress through Skyward
- Open door policy that invites parents to visit and ask questions
- Elementary and Middle School will conduct parent events (dinners or breakfast) to support parent knowledge of state academic state standards, assessments and Title I requirements.
- Annual meeting to inform parents of Title I requirements
- On-going displays in Building and school office
- Brochures displayed on how to read the ESSA Report Card and individual student state reports
- Information is available in building office of State standards and State assessments
- Parent opportunities for volunteering posted in Office and entrance of schools
- Parents will be provided with a syllabus for the year of the academic essentials and expectations for their child's school year. (MTCS Website and Notices sent home)
- *MTCS will provide transportation as needed to enable parents to participate in school related meetings and activities.*

B. The school district will, with the assistance of its title I schools and parents, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parent involvement by:

- Providing materials on to monitor student progress through Skyward
- Sharing methods on how to establish routing family reading time at home with your child; Making cards, Reading aloud/Questioning; Flashcards/Concentration; Board games; Learning game sites
- Encouraging parents to model good reading habits and monitor homework
- Inviting all parents/students to the Reading Night planned by the Title I program
- Providing researched based activities, materials, and information on strategies for practical application which accelerate learning/growth in the areas of phonemic Awareness, phonics/word recognition, vocabulary, comprehension, and fluency
- Supplying take-home stories
- List of educational websites will be distributed to parents for use at home
- MTCS Elementary and Middle schools will conduct Math and Reading Title I parent nights to inform parents on ways to help support student learning at home
- Providing resources and hands-on experience with technology using the school computer lab.

The school district will, with the assistance of its Title I schools and parents, educate its teachers,

pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Title I Committees
- Engaging in regular staff development as designated by the district
- Cooperating with the Metro ECSU Office of Education
- Parental access to the District website in order to inform about curriculum, assessment, and classroom events
- Variety of guest speakers to in-service teacher connections with parents and relationship building initiatives.

D. The School district will take the following actions to ensure that Title I information related to the school and parent- programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to extent practicable, in a language the parents can understand:

- Notices, calendars, and /or by phone Notices of all Title I events will be posted in various places in each building and the offices of each building
- Flyers, packets, the school website, etc. in order in inform parents concerning topics aforementioned
- All notices will be translated into the various languages within our district for all ELL families.

5. Minnesota Transitions Charter Schools, Banaadir Academy, Banaadir Elementary, MTS Elementary and MTS Secondary 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 1 students and the schools. Reviewing and evaluations the parent and family engagement activities/programs:

- a. Identify barriers and the needs of parents and family members that keep them from participating in the child's education especially the economically disadvantaged, disabled, limited English proficiency or any racial or ethnic minority.
- b. Identify the needs of the Title 1 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.

MTCS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent involvement plan in improving the quality of its title I schools. The evaluation will include identifying barriers to greater participation by parents in parent involvement activities (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.)

6. Minnesota Transitions Charter Schools 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.

The school district will take the data that was collected, remove as many barriers to participation as well, incorporate research-based strategies that work for economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Based on the data collected, the district parent involvement plan will be revised to include any changes that are needed. In addition, the following could be some of the strategies incorporated into our plan:

- 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 parent involvement activities, including transportation and childcare 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 parent 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 parent involvement.
 - Establish a district apparent advisory council to provide advice on all matters related to parent involvement in Title I, Part A programs.
 - Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent involvement activities.
 - Provide other reasonable support for parent involvement activities under section n1118 as parents may request.
7. Minnesota Transitions Charter Schools will involve parents in activities at the Minnesota Transitions Charter Schools, Banaadir Academy, Banaadir Elementary, MTS Elementary, and MTS Secondary. 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.

The district will invite parents to be a part of the district title 1 parent committee. Parents will be invited from all Title 1 schools to participate in the parent involvement committee. The parent-involved committee will help design surveys, review the data once surveys are complete, as well help revise the district parent involvement plan with the Title 1 Coordinator.

Areas that will also be part of this committee's responsibility will be reviewing curriculum, assessments, and data as well as helping determine what activities would be beneficial for all our parents.

8. Minnesota Transitions Charter Schools 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.

Minnesota Transitions Charter Schools annual meeting data will be in October. Location is pending on distance learning and COVID. All the stakeholders will be invited to this annual meeting. For this meeting, transportation, food, and childcare will be provided. The focus of this meeting will be to inform parents about MTCS's Title 1 program as well as explain the requirements.

9. Minnesota Transitions Charter Schools will offer flexible meeting times during morning, evening or weekends and may provide transportation, childcare or home visits.

In order for parents to participate in the meetings, the district will offer multiple meetings and times as well, offer transportation, childcare and food to ensure that we are supporting our parents that are willing to give us their support with input, suggestions and information for the continuous improvement of our title 1 programs.

10. Minnesota Transitions Charter Schools will involve parents in the planning and review of the school improvement plan and the joint development of the school wide plan when applicable. If the school wide plan is not satisfactory to the parents, submit comments on the plan when submitted to the district. [Section 1114(b)]

If the district's plan does not receive a satisfactory review, parents can send their comments to the Title 1 Coordinator and the Parent Involvement Committee so that we can review and revise the district's plan.

11. Minnesota Transitions Charter Schools 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.

The district will hold open houses for families to come into schools, meet teachers, and see classrooms (pending covid). There are also conferences held twice a year for families to come and meet with teachers one on one to discuss their student's progress (in person depending on covid). Sites also hold Title night twice a year as an opportunity for families to come to school and learn how to support their student at home, play educational games, and participate in educational activities.

The district website announces all events on the opening page. There is a calendar with events on it as well. Flyers and other marketing materials are mail home to parents throughout the year.

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

Minnesota Transitions Charter Schools 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

Minnesota Transitions Charter Schools 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.

MTCS has a large population of Limited English Learners and students with disabilities. In order to meet their needs, the district has hire family liaisons and specialists to help with not only translation but also specialized support for those who need it. MTCS has well as bi-lingual paras and teachers to help our students and families. When meetings take place, there is always an interpreter present. All materials are translated so that parents and families have the proper information. For our students with disabilities, different technologies are used as well as different modes of delivery so that communication is clear.

MTCS's website is translation mode for any of our stakeholders. All communications are translated in order to provide opportunities for our parents to participate.

Part V. Adoption

The Minnesota Transitions Charter Schools 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 October 25, 2018, the Minnesota Transitions Charter Schools Parent and Family Engagement Policy will be in effect for the period of the school year.

Banaadir Academy, Banaadir South, MTS Elementary, MTS Secondary, Minnesota Transitions Charter Schools will distribute this policy to all parents of participating Title I children and make it available to the community.

(Signature of Title I Authorized Representative)

(Date)

NOTE TO THE DISTRICT: It is not a requirement that the district parent and family engagement policy is signed. This sample template is not an official U.S. Department of Education document. It is provided only as an example.

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.