

Developing the Family Involvement Plan

Activities	Requirements	Logistics (Planned dates, times, locations)	Action Steps	Staff Responsible	Documentation	Resources
Develop or revise your Family Involvement Plan in partnership with families.	The Family Involvement Plan must describe how the school completes the Title requirements for parent and family engagement, which are outlined in the other sections of this spreadsheet. Engagement activities must be accessible to all parents.	Site Council 10/8	Review with ILT Review with Admin Team Review with Site Council 10/8	Erin Rathke - Principal	Site Council Agenda	https://staff.mpls.k12.mn.us/Depts/ProfessionalLearning/Documents/SIP/2016-17FIPReportFinal.docx
Inform families of the plan.	The plan must be written, parents must be notified of the policy, and the policy should be written in language(s) that all families can understand. The plan must also be available to the local community.	Oct 15th at Conferences Oct 15th State of the Schools	Share at State of the Schools Share on Website	Erin Rathke - Principal	State of the Schools	

Annual Meeting & Informing Families

Activities	Requirements	Logistics (Planned dates, times, locations)	Action Steps	Staff Responsible	Documentation	Resources
Host an annual meeting to inform families about Title-funded services. (State of the School)	The annual meeting must inform families of the school's Title programs. It must also explain the Title requirements and the rights of parents. The meeting and information covered must be accessible to all parents. <i>This annual meeting can also be used as an opportunity inform families of other topics required under Title, listed below.</i>	Oct 15th at Conferences Oct 15th State of the Schools	Share with Site Council for Feedback on 10/8	Erin Rathke- Principal	State of the Schools	https://staff.mpls.k12.mn.us/Depts/FundedPrograms/Pages/State-of-the-School-Resources.aspx
Inform families of curriculum, assessments, and expected achievement levels.	Families must be informed in a timely manner of: 1) an explanation of the school's curriculum; 2) academic assessments that will be used to measure student progress; 3) information on the proficiency levels students are expected to meet.	Oct 15th at Conferences Oct 15th State of the Schools	Share at State of the Schools Share on Website	Erin Rathke- Principal	State of the Schools	
Inform families of the Parents Right to Know.	Families have the right to request and receive information about the qualifications of teachers. This applies to all parents and families in Title-funded schools, not only those of Title-identified students.	Oct 15th at Conferences Oct 15th State of the Schools	Share at State of the Schools Share on Website	Erin Rathke- Principal	State of the Schools	
Inform families of the school's Title I schoolwide plan (SIP), if applicable.	If the school has an schoolwide program under Title, families must be informed of the program and the opportunities for family engagement within the program.	<i>Recommended: Post schoolwide plan/SIP on the school's website</i>			Materials, handouts, or presentations that show the information provided to families. Documentation of the method used to disseminate the information to families. Evidence that information was accessible to all families, regardless of language.	
Inform families of the school's designation as Priority, Focus, or Continuous Improvement, if applicable.	If the school has been designated by the state as Priority, Focus, or Continuous Improvement, the school must notify families in a timely manner.	N/A	N/A	N/A	N/A	https://staff.mpls.k12.mn.us/Depts/FundedPrograms/Pages/Parent-Notification-Letters-2.aspx

School-Parent(-Student) Compact

Activities	Requirements	Logisitics (Planned dates, times, locations)	Action Steps	Staff Responsible	Documentation	Resources
Develop or revise your School-Parent(-Student) Compact in partnership with families.	There must exist a School-Parent compact that outlines the responsibilities of the school to provide high-quality curriculum and instruction in a supportive and effective learning environment, and the responsibilities of the family members to support their child's learning at home and school. The Compact can optionally include the responsibilities of the student, as well. The Compact should also state the methods that the school and families will use to ensure ongoing communication. The Compact must be created and/or revised in partnership with families.	Oreintation for all parents in Packet Aug 28th and 29th	Complete in packets and translated	Chelsea Uhl- Secretary Erin Rathke-Principal	Evidence that the School-Parent(-Student) Compact contains the required elements. Evidence that the Compact was created or revised in partnership with families. Documentation of the method used to disseminate the Compact to families. Evidence that the Compact was made accessible to all families, regardless of language.	https://staff.mpls.k12.mn.us/Depts/FundedPrograms/Documents/Compact/Compact_Sample_MDE.doc
Utilize the Compact at Family Teacher Conferences.	The Compact, as it relates to the individual student, must be discussed at Parent-Teacher Conferences in elementary and pre-schools. It is recommended for middle and high schools.	Oct 15th and 16th Conferences	Shared at Conferences	Chelsea Uhl- Secretary Erin Rathke-Principal	Evidence, through conference agendas or other documentation, that the Compact was used at Parent-Teacher conferences. Evidence that use of the Compact was accessible to all families, regardless of language.	
Establish meaningful, two-way communication between families and school staff.	Hold Parent-Teacher Conferences, where the Compact is discussed. Provide regular reports to families, updating them on their child's progress. Provide reasonable access to staff, including opportunities to volunteer, participate, and observe in classroom activities.				Documentation of dates and locations of Parent-Teacher Conferences. Evidence of regular reports provided to families on child's progress, such as samples of teacher communications. Evidence that these reports were made accessible to all families, regardless of language. Evidence of access being provided to families to communicate with staff and be involved in classroom activities. Evidence that these activities were accessible to all families, regardless of language.	

Building Capacity

Activities	Requirements	Logisitics (Planned dates, times, locations)	Action Steps	Staff Responsible	Documentation	Resources
Train staff on how to partner with families.	Staff must be provided with training on how to build relationships with families and work with them as equal partners. Families should have input into the planning and implementation of the training.	Welcome Week PD	Provided to support staff and teaching staff	Erin Rathke-principal	5 star experience	http://education.state.mn.us/MDE/dse/fsce/mod/
Support families' understanding of academic standards, assessment, how to monitor their child's progress, and how to support their child's academic achievement.	Training, materials, and other assistance must be offered to help families understand academic standards and how to both monitor their child's progress and support their child's academic achievement. This can be done through meetings, by sending information home, or by using other technologies (website, school messenger, Parent Portal, etc.) Reasonable and necessary assistance should be provided to enable families to participate in school-related meetings and training, including transportation and child care.				Documentation of engagement activities, including materials, agendas, sign-in sheets. Evidence that opportunities were accessible to all families, regardless of language. Documentation of newsletters, emails, websites, robo-calls, etc. Evidence that reasonable assistance was provided to families to ensure equity of access to meetings and trainings, including transportation and child care.	

Involving Parents in Title Planning and Programming

Activities	Requirements	Logistics (Planned dates, times, locations)	Action Steps	Staff Responsible	Documentation	Resources
<p>Provide opportunities for families to meet and participate in decisions relating to the education of their children.</p>	<p>Families must be engaged in decision-making as it related to their childrens' education. These meetings must be accessible to all families, regardless od language.</p>				<p>Materials, meeting minutes, agendas, invitations, etc. Documentation of the methods used to invite families to participate. Evidence that opportunities to participate were accessible to all families, regardless of language.</p>	
<p>Involve families in the review and revision, as needed, of Title program plans (SIP), including the use of funds reserved for family engagement.</p>	<p>Families must have the opportunity to review and/or revise the school's Title program plan, including the use of Title funds for family engagement activities.</p>	<p><i>Should occur toward the end of the year, so that families can have input during budgeting. May use existing committes or processes, such as the Site Council to involve family members in planning.</i></p>			<p>Materials, meeting minutes, agendas, invitations, etc. Documentation of the methods used to invite families to participate. Evidence should include references to Title-related content. Evidence of attempts to make invovlement accessible, including use of translators, translated documents, transportation services, child care, etc. Evidence of how input from families was used to revise or create the plan/SIP.</p>	