



District and School Parent and Family Engagement

Minnesota Excellence in Learning Academy Parent and Family Engagement Policy

School Year 2022-2023

Minnesota Excellence in Learning Academy 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

Minnesota Excellence in Learning 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. Minnesota Excellence in Learning Academy will engage parents and families who have Title I students in developing/revising the district and school policy.
 MELA seeks parental involvement in a variety of ways. Some examples are listed below.
 - a. Parent Involvement on the School Board.
 - b. PTA
 - c. Informal Family Surveys
 - d. Research based 5E Survey that gives us input into school improvement plans.
 - e. We employ numerous parents in various capacities in our school (admin, teachers, support staff)
2. Minnesota Excellence in Learning Academy 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)]
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3. Minnesota Excellence in Learning Academy 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.

MELA prides itself in community partnerships to help support our student and family needs. The list below is not fully inclusive all partnerships, rather a sampling

- a. Our Superintendent is engaged in grant work that has provided funding for needed areas in our school community. Some of these areas are: Staffing positions such as math and literacy interventionists, professional development, curricular resources, technology support for our families, funding to support purchase of books for our school's leveled library and classroom libraries.
- b. We have partnerships in the community that support student learning opportunities. Some of these programs are: Canine Inspired Change (SEL), Minnesota Opera/NPR, Minnesota Orchestra, University of Minnesota Biological Sciences to support Science instruction, Fresh Fruit and Vegetable Program & Grow Gardens, and the Maple Grove Fire Dept.
- c. Our Social Work has tight partnerships with Hennepin County to connect our families to needed supports.

4. Minnesota Excellence in Learning Academy 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.

MELA has a partnership with the following federal, state, and local programs to implement effective parent and family engagement strategies that improve student achievement and school performance:

- a. VPK with the Minnesota Department of Education
- b. The Regional Centers of Excellence
- c. IQS (our charter school authorizer)
- d. Additionally, our school leaders belong to a variety of organizations that help support this work such as: MACS, AASA, MNASA, NSPRA

5. Minnesota Excellence in Learning Academy 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.

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6. Minnesota Excellence in Learning Academy 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.

Every year MELA reflects on the feedback give to make a school improvement which is presented before all stakeholders in different compacities.

7. Minnesota Excellence in Learning Academy will involve parents in activities at the Minnesota Excellence in Learning Academy. 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.

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8. Minnesota Excellence in Learning Academy 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.

MELA's annual meeting for the 22-23 school year will be held on Dec 8, 2022.

9. Minnesota Excellence in Learning Academy will offer flexible meeting times during morning, evening or weekends and may provide transportation, child care or home visits.

MELA offers the option to attend virtually if interested parties cannot be in attendance.

10. Minnesota Excellence in Learning Academy 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)]

Parent involvement listed above. Parents have the option to give feedback on the presented plans by voicing their concern in person, responding to open surveys, and emailing the Superintendent, Principal, or Board of Directors.

11. Minnesota Excellence in Learning Academy 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.

Assistance is provided in the following:

- a. All information listed on school webpage. www.melaschool.org/resources
- b. Open School Board Meetings
- c. Open House and Family Events
- d. Virtual Home Visits
- e. PTA
- f. Parent-Teacher Conferences

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

Minnesota Excellence in Learning Academy 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 Excellence in Learning Academy 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.

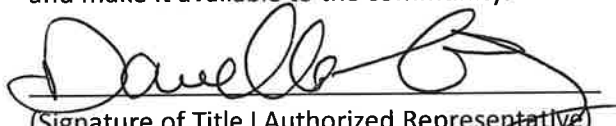
MELA holds an annual SPED Parent Council meeting for those who would like to attend. MELA employs a full-time English Language teacher, and roughly 25% of staff are multilingual to help support the spoken languages of our school community. Our webpage and all school communication app has the ability to translate into the needed language of our parents.

Part V. Adoption

The Minnesota Excellence in Learning Academy (MELA) 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 7, 2022 the Minnesota Excellence in Learning Academy Parent and Family Engagement Policy will be in effect for the period of the school year.

Minnesota Excellence in Learning Academy 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)

8/29/22
(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.