

Detroit Lakes Public Schools

Family and Parent Engagement Plan

Effective: 2025-2026

Annual Review/Update: ongoing and October 8, 2025

Detroit Lakes Public Schools (DLPS) recognizes that families are essential partners in supporting academic success and ensuring positive school experiences for every student. In accordance with Title I, Part A requirements and district Policy 612.1, DLPS will meaningfully engage parents and families in planning, implementing, reviewing, and improving Title I programs and districtwide family engagement efforts.

This plan outlines the expectations, strategies, and commitments of DLPS to ensure meaningful, equitable, and accessible engagement with all families. This plan is developed jointly with families, staff, and community partners and is reviewed annually.

1. Development of the District Title I Family Engagement Plan

DLPS will:

- Engage families, parents, guardians, educators, and community representatives in the development, review, and annual updating of the district's Family Engagement Plan and Title I plan.
- Obtain input through multiple formats including advisory councils, DAC meetings, AIPAC meetings, Strategic Planning sessions, surveys, listening sessions, and public comment opportunities.
- Distribute the plan in an understandable, uniform format, and in languages parents can understand.

2. Coordination, Technical Assistance, and Capacity-Building for Schools

DLPS will provide coordination, technical assistance, and support to Title I schools by:

- Supporting leaders and teachers in planning, implementing, and evaluating effective evidence-based family engagement activities that improve academic achievement and strengthen relationships.
- Providing professional learning on effective communication, cultural responsiveness, and family partnership strategies.
- Offering tools, templates, translation support, and district guidelines to ensure consistent communication.

- Collaborating with business partners, community organizations, philanthropic groups, and outside experts when beneficial.

3. Coordination With Other Federal, State, and Local Programs

To streamline resources and improve outcomes, family engagement efforts under Title I will be coordinated and integrated with:

- Title II, Title III, Title IV, and Achievement & Integration
- Early childhood programs and public preschool services
- Special Education and English Language Development programs
- Community-based initiatives and district instructional programs

4. Annual Evaluation of Family Engagement Effort

Each year, DLPS will conduct a comprehensive evaluation of the effectiveness of its family engagement policies and practices. This evaluation will include:

A. Identifying Barriers to Participation

Special attention will be given to families who are:

- Economically disadvantaged
- Living with disabilities
- English learners or with limited literacy
- From racial or ethnic minority backgrounds

B. Identifying Family Needs

The district will assess how families:

- Support their children's learning
- Engage with educators
- Build relationships with school staff
- Access needed school resources

C. Reviewing Current Strategies

DLPS will review participation levels, engagement effectiveness, and alignment to student achievement goals.

Methods of Evaluation

May include surveys, focus groups, MTSS data cycles, event attendance data, teacher feedback, and advisory committee discussions.

5. Using Evaluation Findings for Continuous Improvement

DLPS will use evaluation results to:

- Design and implement evidence-based strategies to improve family engagement districtwide.
- Revise district and school-level family engagement policies as necessary.
- Inform MTSS decision cycles and building-level improvement planning.
- Share outcomes and planned improvements with families, the School Board, advisory councils, and building staff.

6. Involvement of Parents in Title I Programs and Activities

DLPS will ensure parents are actively involved in Title I activities by:

- Hosting informational meetings, family engagement nights, and opportunities aligned with curriculum and assessment.
- Sharing Title I information at parent–teacher conferences, at building-level events, and through communication platforms.
- Offering flexible meeting times and virtual options to maximize participation.
- Providing interpretation, translation, and accommodations as needed.
- Establishing advisory roles for parents on district or building committees when appropriate.

7. Engagement in the ESEA Consolidated Grant Application

DLPS will involve families and community partners in the development of the district’s ESEA Consolidated Application through:

- District Advisory Council discussions
- Achievement and Integration Parent Advisory Committee (AIPAC)
- Strategic Planning meetings
- School Board presentations and feedback opportunities
- Building-level stakeholder surveys and needs assessments

Families will receive information in understandable language regarding how federal funds support programming and student learning.

8. Engagement in Schoolwide and Targeted Assistance Planning

DLPS will:

- Partner with families and staff in the design, review, and evaluation of schoolwide and targeted assistance plans.
- Provide accessible opportunities (in multiple formats) for families to contribute to needs assessments and improvement initiatives.
- Submit parent comments to the district if schoolwide plans are not satisfactory to participating families.

9. School-Level Family Engagement Policies (Building Requirements)

Each Title I school will develop and distribute a school-level parent and family engagement policy that includes how the school will:

- Hold an annual Title I meeting for families.
- Provide support such as child care or transportation as needed.
- Invite parents into the planning, reviewing, and improving Title I programs and school-level family engagement policies.
- Share timely information about curriculum, assessments, and student progress.
- Provide opportunities for families to participate in decisions related to their child's education.
- Invite families into the school buildings often to communicate with staff about their child's education and learn about the environment of the school.

10. School–Parent Communication Requirements

Each Title I school will develop a communication plan that outlines shared responsibility for supporting student achievement, including:

- The school's commitment to high-quality curriculum and instruction
- Expectations for parents in supporting learning at home
- Regular communication between school and home (e.g., conferences, progress reports, meaningful two-way communication in families' preferred languages)

11. Additional Required Supports for Meaningful Family Engagement

DLPS and Title I schools will:

- Assist families in understanding academic standards, assessments, Title I requirements, and ways to monitor student progress.
- Provide materials and training to help parents support learning at home.
- Educate staff about effective family engagement and valuing parent contributions and frequent communication.
- Collaborate with preschool programs, community agencies, and other partners to strengthen family engagement.
- Ensure materials and communications are accessible in format and language.
- Provide reasonable supports for parent involvement activities as requested.

12. Accessibility and Communication

DLPS is committed to ensuring that all families—including those with limited English proficiency, disabilities, or limited literacy—can participate fully by:

- Providing documents in clear, family-friendly language
- Offering translations and interpreter services as needed
- Ensuring accommodations for accessibility
- Communicating through multiple platforms (email, text, website, phone, printed materials, events)

13. Distribution and Public Availability

This Family Engagement Plan will be:

- Distributed to families each year via newsletters
- Posted on the DLPS website
- Shared with staff, advisory committees, and community organizations as appropriate
- Reviewed and updated annually as described

Next Annual Review: Winter/Spring 2026 or when school board reviews Policy 612.1