Title I Parent and Family Engagement Plan 2026-2027

Hopkins Public Schools recognizes that the academic achievement and success of our students depend on strong partnerships among students, families, schools, and the community from birth through graduation and beyond. Consistent with Vision 2031, Hopkins is committed to quality education, belonging and inclusion, authentic partnership, equitable access, and student growth and achievement. Families are children's first teachers, and their support for their children and their schools is critical to student success. In this plan, the term family includes parents, guardians, caregivers, and others with responsibility for a child.

Part I: District Expectations

Each school district must establish the district's expectations for parent and family engagement. Hopkins Public Schools agrees to implement the following requirements:

- Put into operation programs, activities, and procedures for the involvement of families in all schools with Title I programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with families of participating children.
- Work with Title I schools to ensure that each required school-level Parent and Family Engagement Plan meets Title I requirements and includes a Family-School Compact.
- To the extent practicable, provide full opportunities for the participation of families of children with limited English proficiency, families of children with disabilities, and families of migratory children, including providing information and school reports in an understandable and uniform format and, to the extent practicable, in a language families can understand.
- If the Hopkins Title I plan is not satisfactory to families of participating children, submit any family comments with the plan when the district submits the plan to the Minnesota Department of Education.
- Involve families of children served in Title I schools in decisions about how the one percent of Title I funds reserved for family engagement is spent and ensure that not less than 90 percent of the reserved funds are distributed to Title I schools, consistent with federal requirements.

Part II: District Parent and Family Engagement Plan Required Components

1. How will families be included in the development or revision of the Parent and Family Engagement Plan?

Activity: Each Title I school has a caregiver or family group that reviews and revises its school-level plan annually. Those revisions inform the district plan. The Special Education/Services Advisory Committee (SEAC), which includes caregiver representation, will review the District Title I Parent and Family Engagement Plan and provide input. The district plan will also be shared at Title I schools' Annual Title I Meetings. Feedback will be considered in annual planning and program initiatives.

2. How will the district involve families in the joint development of the Title I plan?

Activity: The Title I plan will be discussed through individual school family meetings and district SEAC meetings. School goals and program initiatives will be shared, and family feedback will be encouraged as the Title I plan for the following year is developed.

3. How will the district inform families of the school report card?

Activity: The department of Innovation, Design & Learning will create and share district achievement information with staff, School Board members, and family groups. Student-learning notifications will also be communicated through district and school channels. Each Title I school will maintain a link to the school report card on its website.

4. How will the district consult with families about the district plan for improvement?

Activity: Hopkins has an ongoing improvement-planning process in which goals are established at the district and school levels and monitored throughout the year by district and school leadership teams. Families have opportunities across the system to provide voice and feedback through school meetings, surveys, conferences, family groups, and other engagement opportunities.

5. How will the district conduct staff development for implementing effective strategies for parent and family engagement?

Activity: Hopkins conference formats allow teachers to communicate with families in multiple ways. Training and resources related to interpretation services, types of student data to share, home visits, and cultural norms will be provided through staff meetings, district professional development time, and online tools. Staff will continue learning that supports respectful and culturally responsive communication with families.

6. How will Hopkins provide coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities?

Activity: Title I principals and the Title I coordinator will meet regularly to review Title I family-engagement requirements. Title I schools will implement authentic family-engagement activities appropriate to their school communities. Activities represented in school plans include Open House or curriculum events, Annual Title I Meetings, parent-teacher conferences, student-success or family-learning sessions, literacy or academic events, family meetings, cultural or community-building events, and opportunities to volunteer or participate in schoolwide activities.

7. How will Hopkins build schools' and families' capacity for strong family engagement?

Activity: The district and school sites will invite family input related to family engagement and participation. Each site will gather feedback about communication, conferences, family activities, and opportunities to participate. Participation and voice opportunities may include school or family-group meetings, surveys, listening sessions, and direct communication with the school. When practicable, schools will provide multiple ways to access important information and offer feedback, including in-person, virtual, recorded, electronic, paper, phone, email, or individual-conversation options.

8. How will Hopkins assist families in understanding academic standards, assessments, student progress, and how to work with educators?

Activity: Hopkins and its Title I schools will provide understandable information about grade-level learning expectations, state academic standards, state and local assessments, student progress, intervention or additional support, digital learning tools, and strategies for supporting learning at home. Schools may provide this information through parent handbooks, Open House or curriculum events, Annual Title I Meetings, Family-School Compacts, conferences, report cards, newsletters, school and district websites, Infinite Campus, email, phone, and text. Schools will determine the schedule and methods that best fit their communities, with school communications occurring at least weekly.

9. How will Hopkins provide materials and training to help families work with their children to improve academic achievement?

Activity: Each Title I school will plan family-engagement activities and resources based on its school goals, Title I program focus, and family feedback. Activities represented in school plans include literacy or academic events, student-success sessions, conferences, monthly or family meetings, hands-on resources, digital tools, curriculum resources, and strategies shared through classroom and school newsletters.

10. How will Hopkins educate staff in how to reach out to, communicate with, and work with families as equal partners?

Activity: As part of Vision 2031, district and school leadership will continue to develop and share resources, training, and tools that improve family engagement and create authentic, inclusive opportunities for families. This work will be coordinated, as appropriate, with Community Education, Equity, Early Childhood Education, English Learner services, and other district programs.

11. How will Hopkins ensure that Title I information is provided in an understandable and uniform format and, to the extent practicable, in a language families can understand?

Activity: Each Title I school will maintain a process for requesting and coordinating interpretation for the Annual Title I Meeting, parent-teacher conferences, Open House, and other school events. Translation and interpretation will be provided to the extent practicable in families' preferred languages. Spanish and Somali Student Success Liaisons will serve as resources for families and staff. Schools and the district will use Infinite Campus, school and district websites, email, phone, text, and school newsletters to communicate regularly with families.

12. How will Hopkins conduct, with family involvement, an annual evaluation of the content and effectiveness of this plan?

Activity: The District Parent and Family Engagement Plan will be made available at each Title I school's Annual Title I Meeting, reviewed annually with SEAC, and posted on district and school websites. Families will be invited to provide suggestions, insights, and feedback on the plan and its effectiveness.

13. How will Hopkins involve families in decisions regarding how Title I funds reserved for parent and family engagement activities will be allocated?

Activity: Each spring, each Title I school will review its Parent and Family Engagement Plan for the following year with caregiver representatives. Each school will connect proposed expenditures to a stated family-engagement goal. Expenditures must be reasonable, necessary, allocable, and connected to Title I parent and family engagement purposes.

The Title I Parent and Family Engagement Plan is reviewed annually and adjusted as needed. This 2026-2027 version was reviewed by Title I school planning teams, which include caregivers, in the spring of the previous school year and will be reviewed by SEAC on January 13, 2026-27. SEAC reviews the document each January and provides feedback that is incorporated into the following year's plan. It will be in effect for the 2026-2027 school year. Each Title I school develops a site-specific Family Engagement Plan, which is distributed to families of participating Title I children during the Annual Title I Meeting and made available on district and Title I school websites.