

# Emmons Lake Elementary Parent and Family Engagement Plan

*In accordance with The No Child Left Behind Act of 2001 & Every Student Succeeds Act of 2015*

Parents, staff, and the building administrator have developed this Parent and Family Engagement Plan in accordance with NCLB Section 1118 and Every Student Succeeds Act Section 1116 activities which are accomplished at **Emmons Lake Elementary** in the ways listed in each section.

ESSA Section	Ways in Which Emmons Lake Elementary Staff Accomplish these Activities
<p><b>1116 (c) (1)</b> Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved</p>	<p>An annual meeting is held which includes information for parents on:</p> <ul style="list-style-type: none"> <li>● Provide an annual school wide Fall Information Presentation.</li> <li>● The purpose of the meeting will be to share the School Wide Assistance Plan, review the School Family Engagement Policy, and to explain our Title 1 program and how parents can be involved to help their child be successful.</li> <li>● Parents will be notified of the meeting by invitation, email, general education teacher, and/or web newsletter.</li> <li>● In a non-COVID year, Emmons Lake holds 2-3 regular committee meetings to develop and evaluate the effectiveness of the Title 1 program as well as to create/edit/approve Title 1 documents. Parent representatives are a key piece of this team and other parents are encouraged/welcome to join this committee.</li> </ul>
<p><b>1116 (c) (2)</b> Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement</p>	<p>Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged:</p> <ul style="list-style-type: none"> <li>● Parent Conferences</li> <li>● PTO Activities</li> <li>● Future parenting tips</li> <li>● Flexible IEP times</li> <li>● Contact with counselors available</li> <li>● Virtual Attendance Options</li> </ul>
<p><b>1116 (c) (3)</b> Involve parents in an organized, ongoing and timely way, in the planning, reviewing, and improvement programs under Title I, including the development of the Parent Involvement Plan and schoolwide Plan</p>	<p>Parents are involved in the development of the school improvement plan and Title I Program development in the following ways:</p> <ul style="list-style-type: none"> <li>● Reviewing the School Family Engagement Policy at Caledonia Title 1 Committee mtgs. Held 2-3 times per year.</li> <li>● Posting the Family Engagement Policy for parents to review on website.</li> <li>● Reviewing and distributing grade specific Parent Compacts at the start of the school year or as a student becomes eligible for Title 1 support.</li> <li>● School Improvement Survey is available online to all parents.</li> <li>● Holding a Title 1 meeting at flexible times (2-3 times per year) to review the Title 1 program, Family Engagement Policy and ask for suggestions for improvement. These suggestions will be used to revise the parent school compact and Family Engagement Policy.</li> <li>● Expanding all avenues of communication with parents (weekly school newsletter, classroom newsletters, District publications and website) to increase parent involvement in the School-Title 1 program</li> </ul>
<p><b>1116 (c) (4) (A)</b> Provide parents of Title I children timely information</p>	<p>Parents are provided information regarding the school programs in the following ways:</p> <ul style="list-style-type: none"> <li>● Parent Orientation Day</li> </ul>

	<ul style="list-style-type: none"> <li>● Parent conferences (Fall and Spring--additional conferences upon parent request)</li> <li>● School Newsletters are sent out every week. Classroom Newsletters or emails are sent out by the classroom teacher to keep parents informed of key information. This varies in frequency from teacher to teacher and grade level to grade level.</li> <li>● Progress Reports and Report Cards are sent home to families 4x a year. At conferences (fall/spring), parents are provided with NWEA MAPS reports, Acadience reports, Report Card, iReady reports, and SRP/IRP information if the student is receiving intervention in the area of reading. Parents are provided a report card and EOY reports for MAPS to end the school year.</li> <li>● District Web Site – Policy and Compact available on website.</li> <li>● Fall Informational Presentation for Title 1 programs.</li> <li>● Telephone Calls/E-mail correspondence.</li> <li>● Parent-Student Handbook.</li> <li>● Student progress data shared with parents several times a year (Student Reading Profile and Individual Reading Plan)</li> <li>● SRP's attached to report cards (2 times a year)</li> </ul>
<p><b>1116 (c) (4) (B)</b> Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the proficiency levels students are expected to meet</p>	<p>Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:</p> <ul style="list-style-type: none"> <li>● Report Cards (sent home 2 times a year)</li> <li>● Parent Teacher Conferences (Fall and Spring, additional conferences available upon request). Student progress report shared during these meetings.</li> <li>● Access to Curriculum and the Common Core (math, language arts, writing) are available on the website. At-home online access to curriculum through the Clever Portal.</li> <li>● WIDA results for ELL students sent to parents</li> <li>● Local assessment information (Acadience, NWEA , district common assessments) shared with parents at conferences</li> <li>● Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. This information will be shared with parents when appropriate</li> <li>● Intervention Specialist available at both fall and spring conferences to provide information and answer questions about assessments</li> <li>● Winter/Spring Family Fun/Educational Night to provide all parents with examples of at home activities to help their child reach their highest potential</li> <li>● SRP and IRP documentation of interventions being used and how often progress monitoring is occurring.</li> </ul>
<p><b>1116 (c) (4) (C)</b> Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision making as it relates to their child's education, and to respond to any suggestions as soon as possible</p>	<p>Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:</p> <ul style="list-style-type: none"> <li>● Holding a Title 1 Committee meeting 2-3 times per year at flexible times to review the Title 1 program, Family Engagement Policy and ask for suggestions for improvement. School Improvement Policy has a parent survey opportunity online. These suggestions will be used to revise the Family Engagement Policy when appropriate</li> <li>● Parent conferences (Fall and Spring -additional conferences upon parent request)</li> <li>● Telephone Calls/E-mail correspondence between parents, teachers and school</li> <li>● IRP's and SRP's also are sent to parents to communicate a student's current academic level, what interventions are occurring and what parents can help with at home.</li> </ul>

<p><b>1116 (c) (5)</b> Ensure that if the schoolwide program plan is not satisfactory to parents of</p>	<p>If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:</p>
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<p>participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education Agency</p>	<ul style="list-style-type: none"> <li>● Participating in a Title 1 Committee meeting 2-3 times per year at flexible times to review the Title 1 program, Family Engagement Policy and ask for suggestions for improvement. School Improvement Policy has a parent survey opportunity online. These suggestions will be used to revise the Family Engagement Policy when appropriate.</li> <li>● Parent conferences (Fall and Spring -additional conferences upon parent request)</li> <li>● Telephone Calls/E-mail correspondence between parents, teachers and school</li> </ul>
<p><b>1116 (d) (1)</b> Jointly, with parents, develop a school-parent compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement</p>	<p>The School-Parent Compact was developed...</p> <ul style="list-style-type: none"> <li>● The Parent/Teacher/Student compact is developed by Title 1 Committee Team and reviewed annually. This team is made up of Teachers, Intervention Specialist, Title 1 School Community Coordinator, Principal, Reading/Math Interventionists, and parents. The compact is reviewed and given to all parents at the start of the school year or when a child qualifies for Title 1 services. At fall conferences, teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.</li> </ul>
<p><b>1116 (d) (2) (A)</b> Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement</p>	<p>The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.</p> <ul style="list-style-type: none"> <li>● Parent Conferences (Fall and Spring)-- additional conferences available upon request</li> <li>● At fall conferences teachers review the Parent/School Compact and document that parents understanding how they can jointly support their child's learning</li> </ul>
<p><b>1116 (d) (2) (B)</b> Provide frequent reports to parents on their child's progress</p>	<p>Student progress is reported to parents in several different ways at a variety of time throughout the school year including:</p> <ul style="list-style-type: none"> <li>● Report Cards (sent home 2 times a year)</li> <li>● IRP's and SRP's are sent home at least 2x a year that shows students current level and grade level expectation.</li> <li>● Additional progress reports available on an as-needed basis</li> <li>● Parent Teacher Conferences (Fall and Spring, additional conferences available upon request)</li> </ul>
<p><b>1116 (d) (2) (C)</b> Afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities</p>	<p>School staff ensure parents have access to communicate with them about their child's education in a variety of ways including:</p> <ul style="list-style-type: none"> <li>● PTO (Parent Teacher Organization)</li> <li>● Room observations as requested by parents</li> <li>● Many volunteer opportunities</li> <li>● Additional progress reports available on an as-needed basis</li> <li>● Parent Teacher Conferences (Fall and Spring, additional conferences available upon request)</li> </ul>
<p><b>1116 (d) (2) (D)</b> Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.</p>	<p>School staff ensures regular two-way communication between staff and family by:</p> <ul style="list-style-type: none"> <li>● Teachers use email and phone message systems for open communication with parents.</li> <li>● Parent Surveys are available with open comment section</li> <li>● PTO meeting updates</li> <li>● IRP's and SRP's are sent home at least 2x a year. They are emailed home to parents prior to conferences for parents to review. During conferences, the classroom teacher documents strengths/concerns parents may have and turn in a signed IRP to the office. Ongoing conversations via email, phone</li> </ul>

	<p>conversations and face to face meetings are always encouraged and are available upon request.</p> <ul style="list-style-type: none"> <li>● Fall and Spring parent teacher conferences</li> <li>● Emmons Lake Elementary School values and respects parent involvement in the school community. Parent input is valued and encouraged at Emmons Lake Elementary. Staff often attends workshops to implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.</li> </ul>
<p><b>1116 (e) (1)</b> Shall provide assistance to parents served by the school in understanding the State’s academic content standards, the State and Local assessments, and how to monitor their child’s progress</p>	<p>School staff annually share the State’s content expectations with parents, the state’s annual assessment (M-STEP) with parents, and how to monitor their child’s progress.</p> <ul style="list-style-type: none"> <li>● M-STEP results are sent home mid-September each year.</li> <li>● IRP’s and SRP’s are sent home at least 2x a year. In the IRP and SRP individual student plan, Acadience and MAP data are shared with parents. The individual student scores are recorded as well as grade level expectation. Progress is tracked every 1-2 weeks for Acadience, and 3x a year for MAP.</li> <li>● Fall and Spring parent teacher conferences explain the reading plans to parents</li> <li>● To help parents understand Michigan’s academic content standards, staff break down the standards into learning targets and share with families at the beginning of the year.</li> </ul>

<p><b>1116 (e) (2)</b> Shall provide materials and training to help parents work with their children at home to improve their children’s achievement</p>	<p>Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child’s academic progress. These include:</p> <ul style="list-style-type: none"> <li>● Kindergarten Orientation District Wide</li> <li>● Parent Workshops</li> <li>● A list of community resources and assistance programs made available to parents as needed (KISD)</li> <li>● Weekly school newsletters/Classroom newsletters/District publications</li> <li>● District Website Parent Tab – provides parents with materials and resources to help their child achieve success</li> <li>● IRP’s and SRP’s also will include resources for parents to use at home</li> </ul>
<p><b>1116 (e) (3)</b> Shall educate staff in the value and utility of parents’ contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school</p>	<p>Ongoing professional development for staff on effective ways to increase parent involvement occurs annually.</p> <ul style="list-style-type: none"> <li>● Administrators provide in-service to teachers on how to utilize district website to post classroom newsletters and add materials and resources for parents to access.</li> <li>● Staff will read through family engagement articles and complete thinking routines to increase communication and involvement with parents.</li> </ul>
<p><b>1116 (e) (4)</b> Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children</p>	<p>Coordination with other programs for parent involvement includes:</p> <ul style="list-style-type: none"> <li>● Transition to Kindergarten: Parents are invited to attend a District Wide Kindergarten Orientation meeting (held near the end of February)</li> <li>● Winter Family Fun/Educational Night</li> <li>● PTO</li> <li>● T1 Information Presentation</li> <li>● Math Night</li> </ul>
<p><b>1116 (e) (5)</b> Shall ensure information is shared with parents</p>	<p>Information is shared with parents in a language and format they can understand. Examples include:</p>

<p>in a language and format they can understand</p>	<ul style="list-style-type: none"> <li>● Title 1 Compact has been developed with parents</li> <li>● IRP's and SRP's communicate how students are doing in regards to grade level expectations</li> <li>● Report cards have a standard based 1-4 reporting scale for proficiency</li> <li>● All communication is translated for parents in the language they request. Translators are also provided for parents during parent teacher conferences.</li> <li>● Graphs and charts, as well as verbal explanations are provided for assessment results.</li> <li>● Information is provided to families free of educational jargon.</li> </ul>
<p><b>1116 (e) (14)</b> Shall provide other reasonable support for parental involvement activities as parents may request</p>	<p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> <li>● Caledonia makes every effort to listen and collaboratively work with parent individual needs in order to foster more positive parent involvement. We encourage our parents to play an active role in their child's education.</li> <li>● Parents are given the opportunity to attend math and literacy workshop trainings.</li> <li>● District literacy coach shares information with families on ways to support literacy in the household.</li> </ul>
<p><b>1116 (f)</b> Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children</p>	<p>Staff provide opportunities for full parent participation:</p> <ul style="list-style-type: none"> <li>● Flexible meeting times</li> <li>● Handicapped Accessible Facilities</li> <li>● Phone Conferences (Bilingual interpreter, as needed, through KISD for all parent contacts)</li> <li>● School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand. This is usually done by using Google translate.</li> <li>● Accommodations for Special Needs</li> </ul>