



Turrill Elementary School
2022-2023 Parent & Family Engagement in Title I /31A Programs

Vision Statement: Excellence in all we do for our students, our schools and our community through

- Continuous improvement;
- Diligent effort; and
- Innovative design

Mission Statement: Lapeer Community Schools is a dynamic community organization embracing our students with a quality learning environment, developing independent and confident learners for the future.

Lapeer Community Schools values the partnership with the families of our students. You are receiving a copy of our district's Title I family engagement policy because your child attends one of our Title I schools. Title I schools receive federal funds to help students reach grade level goals. The funds received are used to support many goals, including working with families to support students. Also, as part of Michigan's strategic goals, we will ensure that parents/families are engaged and supported partners in their child's education. (Goal 5 of Michigan's Top 10 in 10 strategic plan). The important family engagement and communications policies and plans below were developed by staff and families, and provide guidance on the many ways in which Lapeer Community Schools will accomplish family-school partnership goals (10 in 10 strategy 5.1) and meet the requirements of the Title I legislation. 1116(a)(1)(2) This document includes detailed information on methods to welcome and engage all families, develop and maintain communication in a variety of modes, share decision-making responsibilities with families, collaborate with the community and support all children and families. (10 in 10 strategies 5.5)

In addition to this District Policy, you will receive a copy of a family engagement policy for your child's school. The policy will include ways in which the school will meet federal requirements, as outlined in Section 1116 of The Every Student Succeeds Act (ESSA) of 2015, and the strategies under goal 5 of Michigan's Top 10 in 10 strategic goals. District personnel for Lapeer Community Schools review each school's family engagement policy each year to make sure that it meets all the requirements below. If you have any questions or would like further information about these items, please contact your building principal or the Title I district representative.

<i>District Policy Aligned with Title I Requirement & State Plan</i>	<i>District/School Plan to Meet Expectation</i>
<p>Title I Schools will convene an annual meeting. 1116(a)(2)(D),(3)(D), (c)(1) and 10 in 10 strategy 5.1(a)</p>	<ul style="list-style-type: none"> • <i>An annual meeting will be held for families of all students to learn and provide input into the Title I Plan, inform families about programming and initiatives, seek input on perceived needs for parent/family education, review the School Parent/Family Engagement Policy, and explain our Title I program as well as ways families can be involved to help their child be successful. This meeting will occur in the first few months of each school year.</i> • <i>Advance notification of the meeting day and time will be communicated.</i>
<p>Throughout the year, flexible meetings (times and locations) and activities will be designed to support and encourage family engagement; <i>in recognition of the ideas that parents are life-long learners and are key in supporting and monitoring their child's academic/behavioral goals.</i> 1116(a)(2)(F),(3)(D)(ii),(c)2,(e)(10),(e)(12), and 10 in 10 strategy 5.1 (f), 5.2 (a), 5.4 (d)</p>	<p><i>Building family engagement activities will include:</i></p> <ul style="list-style-type: none"> • <i>Curriculum Nights</i> • <i>Parent Workshops</i> • <i>Monthly PAC and PTC meetings during alternating times of the day</i> • <i>Parent Conferences in the Fall</i> • <i>PTC Activities</i> • <i>Flexible IEP times</i> • <i>Classroom and building volunteer work</i>

<p>Parents/family members will be meaningfully involved, in an organized and timely way, in development, review, and improvement of the content and effectiveness of family engagement activities and the family engagement policy. They will identify barriers to participation, needs of families in assisting their children and strategies to support school-family interactions. 1116 (a)(2)(A),(2)(D),(2)(E),(3)(B),(c)(3),(c)(4)(A) and 10 in 10 strategy 5.2(c), 5.5(e)</p>	<p><i>Families will be involved in the review and development of the Title I policy through:</i></p> <ul style="list-style-type: none"> ● <i>Reviewing and seeking suggestions for the District and School Family Engagement Policy</i> ● <i>Hosting a Title I program meeting to share the school’s Title I plan and to seek input into its strengths/weaknesses and ways to change the plan</i> ● <i>Posting the District Family Engagement Policy on the web site</i> ● <i>Reviewing, distributing, signing Parent-Student-School Compacts at fall conferences</i> ● <i>Conducting a Parent Perception Survey for all Title I families</i> ● <i>Conducting a Program Survey during third trimester for all families</i> ● <i>Reviewing and revising the Family Engagement Policy with PTC and PAC members to incorporate suggestions based on the Parent Survey results</i> ● <i>Expanding all avenues of communication with families (monthly school newsletter, weekly classroom newsletters, District publications and website) to increase family engagement in the Title I program</i>
<p>Title I Schools will provide participating students’ parents/families with timely information about the Title I programs, to include: Frequent reports to parents on their child’s progress 1116 (d)(2)(B); Explanation of the curriculum, the forms of academic assessment used to measure progress, and the proficiency levels expected at the district and state level and how to monitor progress and support students in meeting expectations. 1116 (c)(4)(A)(B), (e)(1), and 10 in 10 strategy 5.2(b)</p>	<p><i>Title I programs will provide:</i></p> <ul style="list-style-type: none"> ● <i>Annual Title I Information Night</i> ● <i>Fall Curriculum Nights</i> ● <i>Parent conferences (Fall/additional conferences upon parent request)</i> ● <i>Parent Notification via Academic Assistance Plans for students receiving intervention support (Elementary, MTSS documentation)</i> ● <i>PowerSchool</i> ● <i>Trimester Progress Reports and Report Cards</i> ● <i>District Web Site – Policy available on website</i> ● <i>Rev Up for Kindergarten Event – family awareness evening and coordination with daycares and preschools to educate all involved about kindergarten expectations</i> ● <i>Parent Workshops</i>

	<ul style="list-style-type: none"> ● <i>Home Visits</i> ● <i>Daily Take Home Planners</i> ● <i>Telephone Calls/Email correspondence</i> ● <i>3rd – 5th grade state assessment reports (M-STEP)</i>
<p>Assistance will be provided to families in helping their children to achieving the challenging state academic standards and the objectives of the program by such means as training on literacy, math and/or the use of technology (including the harms of copyright piracy, the protection of personal information, and the safe and ethical use of technology), ensuring regular attendance, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like.</p> <p>1116(a)(3)(D), (e)(1), (e)(2) and <i>10 in 10 strategy 5.2 (a), 5.4 (d)</i></p>	<ul style="list-style-type: none"> ● <i>Fall Kindergarten Orientation</i> ● <i>Fall Open House/Meet the Teacher Night</i> ● <i>Schedule Pick-Up (Secondary)</i> ● <i>Curriculum Nights that incorporate activities to support families in working with children in literacy, math, etc.</i> ● <i>Parent Workshops</i> ● <i>Take Home Programs</i> ● <i>Summer Take Home Reading Activities</i> ● <i>Spring Rev Up for Kindergarten</i> ● <i>Fall Title I Information Night</i> ● <i>Monthly School Newsletter/Classroom Newsletters/District publications</i> ● <i>District Website provides families with materials and resources to help their child achieve success</i> ● <i>Parent/Teacher Conferences</i> ● <i>“Keeping Your Child Safe Online” class offered to families by technology department chair</i>
<p>Regular meetings will be held, upon request, to make suggestions, to participate in decisions, and receive responses regarding their student’s education.</p> <p>1116(c)(4)(C) and <i>10 in 10 strategy 5.2 (a)</i></p>	<p><i>Regular meetings, in addition to those requested by families, include:</i></p> <ul style="list-style-type: none"> ● <i>PAC/PTC meetings to provide suggestions and participate in decisions</i> ● <i>Parent/Teacher Conferences</i> ● <i>Annual Title I meeting</i> ● <i>Annual Curriculum Meeting</i> ● <i>Email Correspondence</i>

<p>Reasonable access to staff, opportunities to volunteer and participate in their child’s class, observation of classroom activities, and regular two-way meaningful communication between family and school staff in language families can understand.</p> <p>1116(d)(2)(C), (D) and 10 in 10 strategy 5.2 (a)</p>	<p><i>Staff can be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities. Volunteers are welcome in classrooms upon completion of the district volunteer application. In addition, parents are encouraged to participate in the following activities:</i></p> <ul style="list-style-type: none"> ● <i>PTC (Parent Teacher Committee)</i> ● <i>PAC (Parent Advisory Committee)</i> ● <i>Room Parents</i> ● <i>Room Helpers</i> ● <i>Classroom and building volunteers</i> ● <i>Chaperones for field trips</i> ● <i>Room observations as requested by parents</i>
<p>Materials and training to help parents/families support children in achieving improvement; <i>in recognition of the ideas that parents are life-long learners and are key in supporting and monitoring their child’s academic/behavioral goals.</i></p> <p>1116(e)(1),(2), and 10 in 10 strategy 5.2 (a), 5.4 (d)</p>	<p><i>Materials and training will be provided to families through the following:</i></p> <ul style="list-style-type: none"> ● <i>Curriculum and family workshops throughout the school year</i> ● <i>Curriculum materials/grade level expectations/Powerschool Information provided to families at conferences and/or Title I meetings</i> ● <i>Meetings with school staff to share materials/training</i> ● <i>Parent/Teacher conferences</i> ● <i>Open House</i> ● <i>Title I annual meeting</i> ● <i>Kindergarten Transition Event</i>

<p>Information related to school and parent/family programs, meetings, and other activities provided in a language families can understand.</p> <p>1116(e)(5), (f) and 10 in 10 strategy 5.2(b)</p>	<p><i>Information will be shared in a language parents can understand by providing:</i></p> <ul style="list-style-type: none"> ● <i>Opportunities for informed participation of families, including accommodations for parents with disabilities and limited English proficiency</i> ● <i>Various curriculum documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly grade level expectations, parent friendly rubrics for report cards</i> ● <i>Various meetings to review assessments, curriculum information, and student progress in a way that parents can understand, including the parent assessment meeting, parent workshops, parent-teacher conferences, and Title I interventionist/learning coach sessions to explain information</i> ● <i>Other methods as requested by families to support them in understanding information about the school or their child's progress</i>
<p>Ensure that any parent/families comments related to an unsatisfactory school plan are submitted to the District with the annual submission of the plan.</p> <p>1116(a)(2)(E), (b)(4)</p>	<p><i>All schools will include unsatisfactory comments in the annual submission of their plan, which will then be reviewed by the district. Findings will be used to revise plan, if necessary.</i></p>
<p>Provide ongoing professional development for staff in how to work with parents/families as partners.</p> <p>1116(a)(3)(D)(i),(iii), (c)(5), (e)(3), (6) and 10 in 10 strategy 5.1d</p>	<ul style="list-style-type: none"> ● <i>The district will monitor annually the completion of PD for staff to support family engagement.</i> ● <i>Buildings will provide ongoing PD for staff that focuses on family engagement.</i>

<p>Coordinate with other programs as appropriate to better support parents/families in more fully participating in the education of their children.</p> <p>1116(a)(2)(B),(C),(a)(3)(D)(iv), (e)(4),(13) and <i>10 in 10 strategy 5.3, 5.1g</i></p>	<p><i>Buildings will coordinate with other programs including the following:</i></p> <ul style="list-style-type: none"> ● <i>Transition to Kindergarten: Kindergarten activity to educate preschool families and activities to educate daycares and community stakeholders on Kindergarten expectations</i> ● <i>GSRP – Great Start Readiness Program: Preschool program located in our school district that prepares students for Kindergarten expectations</i> ● <i>Parent Volunteers</i> ● <i>PTC school activities for families</i> ● <i>Head Start communication with schools and families</i> ● <i>Collaboration with CMH, truancy officer, local library, Hamilton Healthcare, and KIND to support families</i>
<p>Provide other reasonable support for parental/family activities as parents/families may request.</p> <p>1116(a)(2)(D), (3)(D)(v), (e)(14) and <i>10 in 10 strategy 5.2 (a)</i></p>	<p><i>Requests can be made to the building principals for additional support. In addition, the district staff will offer additional assistance as requested.</i></p>

<p>Develop jointly with parents/families a school-parent compact which outlines the responsibilities of the school staff, the parents/guardians, and the student for academic improvement; 1116(d)(1),(2)(A-D) and 10 in 10 strategy 5.2c, to include:</p> <ul style="list-style-type: none"> -the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment that enables children to meet challenging state academic standards; -parent's/families responsibility for such things as monitoring attendance, homework, extracurricular activities; volunteering in the classroom; -the importance of parent/families and teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; 	<p><i>Building compacts will be annually developed and reviewed for the legislative requirements listed in the following way:</i></p> <ul style="list-style-type: none"> ● <i>The Parent/Teacher/Student compact is developed by the parent group and reviewed annually. Revisions are made based on the second trimester Parent Perception Survey results and additional suggestions provided by parents.</i> ● <i>The compact is reviewed and given to all parents at the Fall Parent Teacher Conference. 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.</i> ● <i>The compact will be reviewed annually by the district to ensure it meets the legislative requirements.</i>
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In addition to the building family engagement policy, the District provides further support to Title I buildings and parents/guardians of students participating in Title Programs through the following:

Monitor the implementation of the family engagement policy 2-3 times per year within each school, including the implementation of all policy requirements outlined in Section 1116(b)-(h) of the Every Student Succeeds Act (ESSA) of 2015. Evidence will be gathered by buildings and reviewed by the District. Sec. 1116 (a)(2)(A-F), (b)(2), (c)(1-5), (d)(1-2)(A-D), (e)(1-5)(14)

Provide coordination, technical assistance and other support necessary to assist Title I schools in developing effective family participation activities to improve academic achievement and school performance, including providing content information and coordination support for literacy and math family events held at Title I buildings throughout the school year. (a)(2)(B-C)
Provide resources and presentation materials to building staff to support them in sharing standard and assessment information with families in a language they can understand. This will include ways for families to support their student(s) in meeting grade level benchmarks. Such professional development will educate teachers, specialized instructional support personnel, principals and other school leaders/staff. (e)(3), (f)
Provide coordination of preschool transition parent/student sessions each spring to assist Title I schools in working with families to prepare students for the transition to elementary school. (a)(2)(D), (e)(4)
Provide support for schools to use effective communication strategies and to ensure all information related to school and family activities is in a language parents/families can understand by coordinating services and reviewing communications for families as needed.(a)(2)(C), (e)(5), (f)
Provides resources and professional development opportunities to support schools in building capacity for strong family engagement. Such professional development will educate teachers, specialized instructional support personnel, principals and other school leaders/staff. (a)(2)(C), (e)(3), (f)
Provides an annual evaluation of the effectiveness of the family engagement policy in improving academic quality of the schools, revising the policy if necessary to support greater family engagement after receiving family input from the District Parent Advisory Council. (a)(2)(A, E)
Coordinates and integrates parental engagement strategies with other programs, as appropriate throughout the school year, including collaborative parent sessions focusing on curriculum with local agencies and public preschool programs (ex: Family Literacy, Community Mental Health). (a)(2)(C)
Conducts other activities, as appropriate to the plan and State or Federal requirements. (e)(14)
Provides other reasonable support for family engagement activities as parents may request, including offering training on literacy support and technology, including harms of copyright piracy, the protection of personal information, and the safe and ethical use of technology. (e)(2, 14)