

Michigan Center 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 administrators have developed this Parent and Family Engagement Plan in accordance with NCLB Section 1116 and Every Student Succeeds Act Section 1116 activities which are accomplished at **Michigan Center** in the ways listed in each section.

ESSA Section	Ways in Which Michigan Center Staff Accomplish these Activities
1116 (c) (1) 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	An annual meeting is held which includes information for parents on: <ul style="list-style-type: none"> • A published video recording for the Title 1 meeting will be available in the fall. • A follow up electronic survey inviting parent/guardian input will be provided.
1116 (c) (2) Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement	Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged: <ul style="list-style-type: none"> • In 2023-2024, meetings will be held virtually and/or by video recording for parents/guardians to view at their convenience. • Parent/Guardian/Teacher Conferences are provided and offered during a two - three week window in the fall and again in the winter/spring. • Additional meeting times may be arranged as needed or desired.
1116 (c) (3) Involve parents in an organized, ongoing and timely way in the planning, reviewing, and improvement programs under Title I, including the development of the of Parent Involvement Plan	Parents/Guardians are involved in the development of the school improvement plan and Title I Program development in the following ways: <ul style="list-style-type: none"> • Electronic surveys are shared with stakeholders yearly and as needs arise. Survey access is shared through numerous platforms for easy access. <ul style="list-style-type: none"> ○ Survey results are used to plan. • Arnold and Keicher hold parents nights, back to school nights and Parent/Guardian/Teacher Conferences. Parents are involved in the development of the school improvement plan and Title 1 Program development in the following ways: <ul style="list-style-type: none"> ○ Make the parent involvement plan available for parents to review during the Title I Informational meeting as well as on the school website. Review and distribution of the Parent/Student/School Compact takes place at Fall Parent/Guardian/Teacher conferences.
1116 (c) (4) (A) Provide parents of Title I children timely information	Parents/Guardians are provided information regarding the school programs in the following ways: <ul style="list-style-type: none"> • Arnold and Keicher provide information about Title I services in newsletters, academic reports, school and Title 1 websites, messaging apps, Emails.
1116 (c) (4) (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	Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways: <ul style="list-style-type: none"> • email, district/school websites, newsletters, etc. Parents/Guardians are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways: <ul style="list-style-type: none"> ○ Parents are updated on student progress throughout the

	<p>year via various teacher communications</p> <ul style="list-style-type: none"> o Data is shared that compares norms/targets to the child's progress <ul style="list-style-type: none"> ▪ Teacher newsletters, learning management systems (SeeSaw and Google Classroom), emails, progress reports, report cards, Parent/Guardian Teacher Conferences
1116 (c) (4) (C) 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>Parents/Guardians 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"> ● Parent/Guardian electronic survey invites input. ● Parents/Guardians are welcome to share suggestions at any time with staff via email, phone calls, etc ● Responses to Parent/Guardian suggestions are provided in a timely manner by the building principals.
1116 (c) (5) Ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education Agency	<p>If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:</p> <ul style="list-style-type: none"> ● Provide input on the Parent/Guardian electronic survey ● Provide feedback on the Title 1 Parent/Guardian survey for those students who received services ● Participating in the PTO monthly meetings. ● Communicating with the building principals and/or superintendent
1116 (d) (1) 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>The School-Parent Compact was developed between staff, parents, and students in a collaborative effort.</p> <p>The compact shares responsibilities for all Staff, Students, and Parent/Guardians for improved student academic achievement. In addition, this is an opportunity for parents/guardians and the teachers to share ways in which they can jointly support the child's learning at home and school.</p> <p>The School-Parent Compact is reviewed each year and updated with feedback from all stakeholders.</p>
1116 (d) (2) (A) Include a schedule for Elementary Parent/Guardian/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement	<p>The School-Parent Compact will be shared annually at Parent/Guardian/Teacher Conferences each fall. This is an opportunity for the parents/guardians and the teacher to share ways in which they can jointly support the child's learning at home and school.</p> <p>The Parent/Guardian/Teacher Conferences are held during a two-three week window each fall, winter/spring.</p>
1116 (d) (2) (B) Provide frequent reports to parents on their child's progress	<p>Student progress is reported to parents/guardians in several different ways at a variety of times throughout the school year including:</p> <ul style="list-style-type: none"> ● Feedback for students and parents/guardians within the Learning Management Systems (See Saw/Google Classroom) ● PowerSchool Gradebook/Report Cards ● Teacher emails ● Two way communications per week (as per the 2020-2021 Continuity of Learning Plan).

<p>1116 (d) (2) (C) 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"> ● Parents/Guardians are encouraged to use virtual, email, phone contacts and face to face contact for communications ● Parents/Guardians are invited in to volunteer in the classroom and on field trips throughout the year. ● Parents/Guardians are organized to help on field days, holiday parties, and special events. ● Parents/Guardians are invited to observe instructional lesson ● Parents/Guardians have access to instructional practices and modeling through LMS (Seesaw or Google Classroom)
<p>1116 (d) (2) (D) 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 via the Learning Management Systems (SeeSaw and Google Classroom), emails, phone calls, texts, Remind application, PowerSchool.</p> <p>Communication is in the form of English but may be modified as families make us aware of need.</p>
<p>1116 (e) (1) 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 and MDE approved Initial and Extensive Assessments) with parents, and how to monitor their child's progress.</p> <ul style="list-style-type: none"> ● School staff annually share the State's content expectations/Common Core State Standards with parents/guardians via the schools' websites. ● The state's annual assessment (M-STEP) information and results are shared with parents. ● Teachers share information for learning strategies with parents/guardians via Parent/Guardian/Teacher Conferences, virtual meetings, teacher websites and correspondence. ● Local assessment information is shared with parents at Parent/Guardian/Teacher Conferences and throughout the year via PowerSchool, building newsletters, and teacher correspondence. ● Parents receive student progress reports (mid trimester) with updated data. ● Report Cards are sent home each trimester. ● PowerSchool parent portal accessible to parents in order for parents to monitor student progress.

<p>1116 (e) (2) 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.</p> <p>Parents/Guardians will be supported for technology needs, for both In Person and Remote learning. The accessibility of resources strengthens communications and enhances student performance.</p>
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1116 (e) (3) 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>On-going professional development for staff on effective ways to increase parent involvement occurs annually.</p> <ul style="list-style-type: none"> Professional Development regarding instructional practices with technology compliments the weekly two way communications that are student specific and needs based
1116 (e) (4) 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>Coordination with other programs for parent/guardian involvement includes:</p> <ul style="list-style-type: none"> Food Service connections with activities including book fairs, student recognition and other activities Extended opportunities beyond school hours encourage parent/guardian involvement i.e. school musical, spelling bee, robotics, family events.
1116 (e) (5) Shall ensure information is shared with parents in a language and format they can understand	<p>Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> Phone conferences, School/Classroom/District newsletter publications written/translated in a language that parents can understand or as needed.
1116 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request	<p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> Phone conferences take place throughout the school year at teachers/parents/guardians request Open lines of communication between administration, teachers, and parent/guardian.
1116 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children	<p>Staff provide opportunities for full parent participation:</p> <ul style="list-style-type: none"> Staff provides flexible meeting times Handicapped Accessible facilities Home visits are conducted if needed Collaboration with community agencies Transportation assistance as requested Staff equal opportunities for participation for all parents including those with disabilities, parents of migratory children, and parents who use English as a second language