

Lapeer Community Schools
2025-2026 Parent & Family Engagement in Title I Programs
Schickler Building Plan

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 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.

Policy Goal	School Plan to Meet Policy Goal
Convene an annual meeting, at a convenient time to which parents/ families of participating children are invited to attend, to explain Title I requirements and parent/family rights to be involved. ESSA 1116(c)(1) and 10 in 10 strategy 5.1(a)	<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 Plan, explain our Title I program and provide information regarding ways families can be involved to help their child be successful. This meeting will occur in the first few months of each school year. Advance notification of the meeting day and time will be communicated.</i>

Throughout the year, a flexible number of meetings and activities, at times and locations convenient to parents, will be offered to support and encourage family engagement; in recognition of the ideas that parents/families are lifelong learners and are key in supporting and monitoring their child’s academic/behavioral goals. Transportation, child care or home visits will be offered as needed. 1116(c)(1) and 10 in 10 strategies 5.1(f), 5.2(a), 5.4(d)	<i>Building family engagement activities will include:</i> • <i>An annual meeting will be held to inform families about programming and initiatives, review the School Family Engagement Policy and to share 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> • <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>
Parents/family members will be meaningfully involved, in an organized, ongoing and timely way, in development, review, and improvement of programs under Title I, including the content and effectiveness of the family engagement plan and the school improvement plan. In doing so, they will consider barriers to participation and needs of families in assisting their children and strategies to support school-family interactions. 1116 (c)(3) and 10 in 10 strategy 5.2(c), 5.5(e)	<i>Families will be involved in the review and development of the policy through:</i> • <i>Reviewing and seeking suggestions for the District and School Family Engagement Policies and the Home-School Compact from parents/families</i> • <i>Hosting meeting to share school’s plan and to seek input regarding strengths/ weaknesses and ways to change the plan</i> • <i>Posting the District Family Engagement Policy on the web site</i> • <i>Reviewing, and signing Parent-Student-School Compacts during fall for elementary and for secondary</i> • <i>Distributing Building Family Engagement Plans at a fall event (such as Open House or Schedule Pick-Up) or electronically (via email or school messenger)</i> • <i>Conducting Program and Perception Surveys in the spring for all families</i> • <i>Reviewing and revising 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</i>

Schools will provide parents/families with timely information 1116(c)(4)(A) including, but not limited to, the following: Frequent reports to parents/families on their child's progress; 1116(d)(2)(B) A description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, the proficiency levels students are expected to meet; 1116(c)(4)(B) Assistance in understanding the state's academic content standards, the State and Local assessments, and how to monitor their child's progress; 1116(e)(1) 10 in 10 strategy 5.2(b)	<i>Schools will provide:</i> • <i>Fall Kindergarten Orientation</i> • <i>Fall Open House/Meet the Teacher Night</i> • <i>Curriculum Nights that incorporate activities to support families in working with children in literacy, math, etc.</i> • <i>Fall Parent/Teacher conferences (additional conferences available based on need or parent request)</i> • <i>PowerSchool</i> • <i>Trimester (elementary)/Semester (secondary) Progress Reports and Report Cards</i> • <i>Parent Notification via Academic Assistance Plans for students receiving intervention support (such as MTSS documentation, Individualized Reading Improvement Plans)</i> • <i>District Web Site – Parent/Family Engagement Policy available on website, as well as assessment information and other resources.</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>Take Home Programs</i> • <i>Summer Take Home Reading Activities</i> • <i>Daily Take Home Planners</i> • <i>Telephone Calls/Email correspondence</i> • <i>3rd – 5th grade state assessment reports (M-STEP/PSAT/SAT)</i> • <i>NWEA MAP Reports</i> • <i>Monthly School Newsletter/Classroom Newsletters/District publications</i> • <i>Assessment Letters (Elementary)</i>
Reasonable access to staff, opportunities to volunteer and participate in their child's class, observation of classroom activities; 1116(d)(2)(C) and Regular two-way meaningful communication between family members and school staff, and, to the extent practicable, in language families can understand. 1116(d)(2)(D) 10 in 10 strategy 5.2(a)	<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, families are encouraged to participate in the following activities:</i> • <i>PTC/PTO (Parent Teacher Committee/Parent Teacher Organization)</i> • <i>PAC (Parent Advisory Committee)</i> • <i>Room Parents/Helpers</i> • <i>Classroom and building volunteers</i> • <i>Fall Super Volunteer training</i> • <i>Chaperones for field trips</i> • <i>Room observations as requested by parents</i>

Materials and training to help parents/families work with their children at home to improve their children's academic achievement; in recognition of the idea that parents/family members are lifelong learners and are key in supporting and monitoring their child's academic/behavioral goals; 1116(e)(2) and Information related to school and parent/family programs, meetings, and other activities provided in a language and format they can understand. 1116(e)(5) and 10 in 10 strategies 5.2(a), 5.2 (b), 5.4(d) and A schedule for Elementary Parent/Teacher Conferences and a Secondary Plan where, at least annually, the Compact will be discussed with parents as it related to the individual child's achievement. 1116(1116(d)(2)(A)	<i>Materials and training will be provided to families through the following:</i> • Curriculum and parent workshops throughout the school year • Curriculum materials/grade level expectations/PowerSchool Information provided to families at conferences and/or meetings • Meetings with school staff to share materials/training • Parent/Teacher conferences • Open House <i>Information will be shared in a language parents can understand by providing:</i> • Accommodations for families with disabilities and limited English proficiency • Curriculum/Assessment documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly rubrics for report cards • 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 to share information • Other methods as requested by families to support them in understanding information about the school or their child's progress <i>Parent-Student-School Compacts</i> • Review and sign during the fall for elementary and secondary
Provide parents of Title I students opportunities for regular meetings to formulate suggestions, to participate in decision-making as it relates to their child's education, and respond to any suggestions as soon as possible. 1116(c)(4)(C) and Ensure that any parent/family comments related to an unsatisfactory school plan are submitted to the District. 1116(c)(5) and 10 in 10 strategy 5.2 (a)	<i>Regular meetings, in addition to those requested by parents, include:</i> • PAC/PTC/PTO meetings to provide suggestions and participate in decisions • Parent/Teacher Conferences • Annual Information Night • Curriculum Meeting • Email Correspondence • Conducting Program and Perception Surveys in the spring for all families • Reviewing and revising to incorporate suggestions based on the Parent Survey results <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 the plan, if necessary.</i>
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. 1116(e)(3) and 10 in 10 strategy 5.1 d	<i>Buildings will arrange</i> • PD for staff that focuses on family engagement. • The district will monitor annually the completion of PD for staff to support family engagement.

Coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents/ families in more fully participating in the education of their children; 1116(e)(4) and 10 in 10 strategy 5.3, 5.1g	<i>Buildings will coordinate with other programs including the following:</i> • <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/PTO school activities for families</i> • <i>Head Start communication with schools and families</i> • <i>Collaboration with CMH, truancy officer, local library, health agencies, food pantries, KIND and other community organizations/services to support families</i>
Provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. 1116(f)	<i>Barriers to parent participation will be addressed by providing:</i> • <i>Accommodations for families with disabilities and limited English proficiency</i> • <i>Curriculum/Assessment documents in parent friendly language, including assessment letters with student scores and proficiency targets, 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 to share information</i> • <i>Other methods as requested by families to support them in understanding information about the school or their child's progress</i>
Develop jointly with parents/families a school-parent compact which outlines the responsibilities of the school staff, the parents/ families, and the students in sharing the responsibility for improved academic achievement 1116(d)(1) and 10 in 10 strategy 5.2c, to include: 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/ family's responsibility for such things as monitoring attendance, homework, extracurricular activities; volunteering in the classroom; the importance of parent/family 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/ families.	<i>Building compacts will be annually developed and reviewed for the legislative requirements listed in the following way:</i> • <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 families.</i> • <i>The compact is reviewed and given to all families in the fall. 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.</i>
Provide other reasonable support for parental/family involvement activities as parents/families may request; 10 in 10 strategy 5.2 (a)	<i>Requests can be made to the building principals for additional support. In addition, the district staff will offer additional assistance as requested.</i>

