

Lapeer Community Schools
2017-2018 Parent & Family Engagement (Non-Title I Buildings)

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 a partnership with the families of our students. You are receiving a copy of our district’s family engagement policy because your child attends one of our schools. As part of Michigan’s strategic goals, we will ensure that parents/families are engaged and supported partners on 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. 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 5.1, 5.5)

In addition to this District Policy, you will receive a copy of a family engagement policy for your child’s school. District personnel for Lapeer Community Schools review each school’s family engagement policy each year to make sure that it meets all the needs of students and families. If you have any questions or would like further information about these items, please contact your building principal.

Policy Goal	District/School Plan to Meet Expectation
Develop and implement appropriate strategies for families to help their child achieve the learning objectives that lead to accomplishing the learning outcomes. 10 in 10 strategy 5.1a	Collectively provide a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school; establishing and supporting a consistent and shared approach to child guidance and discipline; providing for the proper health, safety and well-being of the child.

<p>Throughout the year, flexible meetings (times and locations) and activities will be designed to support and encourage family engagement; in recognition of the ideas that parents are life-long learners and are key in supporting and monitoring their child's academic/behavioral goals. 10 in 10 strategies 5.1(a), 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>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>
<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. 10 in 10 strategies 5.2(c), 5.5(e)</p>	<p><i>Families will be involved in the review and development of the policy through:</i></p> <ul style="list-style-type: none"> • <i>Reviewing and seeking suggestions for the District and School Family Engagement Policies</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, distributing, signing Parent-Student-School Compacts at fall conferences</i> • <i>Distributing Building Family Engagement Plans at fall conferences</i> • <i>Conducting a Parent Perception Survey for all 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 program</i>

<p>Schools will provide participating students’ parents/families with timely information about programs, to include: Frequent reports to parents on their child’s progress; 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. 10 in 10 strategy 5.2(b)</p>	<p><i>Schools will provide:</i></p> <ul style="list-style-type: none"> • <i>Annual Information Night</i> • <i>Curriculum Night</i> • <i>Parent conferences (Fall/additional conferences upon 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 (Elementary, MTSS documentation)</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> • <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 parents/families in helping their children to achieve 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. 10 in 10 strategies 5.2(a), 5.4(d)</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 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</i>
<p>Regular meetings will be held, upon request, to make suggestions, to participate in decisions, and receive responses regarding their student’s education. 10 in 10 strategy 5.2(a)</p>	<p><i>Regular meetings, in addition to those requested by parents, 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 Information Night</i> • <i>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 school and home in a language parents can understand. 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, families 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/Helpers</i> • <i>Classroom and building volunteers</i> • <i>Chaperones for field trips</i> • <i>Booster Activities/Support</i> • <i>Room observations as requested by parents</i>
<p>Materials and training to help parents/families support children in achieving improvement; in recognition of the ideas that parents are life-long learners and are key in supporting and monitoring their child’s academic/behavioral goals. 10 in 10 strategies 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 parent workshops throughout the school year</i> • <i>Curriculum materials/grade level expectations/Powerschool Information provided to families at conferences and/or meetings</i> • <i>Meetings with school staff to share materials/training</i> • <i>Parent/Teacher conferences</i> • <i>Open House</i> • <i>Kindergarten Transition Event</i>
<p>Information related to school and parent/family programs, meetings, and other activities provided in language families can understand. 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>Accommodations for families 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 expectation, 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 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>Coordinate with other programs as appropriate to better support parents/families in more fully participating in the education of their children. 10 in 10 strategies: 5.3, 5.1 (g)</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>

	<ul style="list-style-type: none"> • <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>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, 10 in 10, strategy: 5.2(c) 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; -parents'/families' 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 families; 	<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 families.</i> • <i>The compact is reviewed and given to all families 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.</i>
<p>Provide other reasonable support for parental/family activities as parents/families may request. 10 in 10 strategy 5.2(a)</p>	<p><i>Requests can be made to the building principals for additional supports. In addition, the district staff will offer additional assistance as requested.</i></p>