

Mancelona Elementary School Parent and Family Engagement Policy

Parents, staff, and the building administrator have developed this Parent and Family Engagement Policy in accordance with No Child Left Behind Act of 2001 (NCLB) Section 1118 and Every Student Succeeds Act of 2015 (ESSA) Section 1116 activities.

Mancelona Elementary School will meet the requirements of ESSA and NCLB by:

- Convening an annual Title I parent meeting:
 - These meetings will be held in the fall at more than one date and time (morning and after school) to increase convenience for parents.
 - The school will work with parents to provide gas cards or to arrange ACT if transportation is a hardship. Options for child care (e.g., Mancelona Day Care, CIS, NHS volunteers, or school staff) or home visits will also be discussed with families in order to accommodate family needs.
 - Meetings will inform parents of the Title I requirements and their right to be involved. This communication will be provided in a parent-friendly manner, free from jargon and acronyms to increase its understandability. Communication will be provided verbally and in written form.
- Involving parents in an organized, ongoing, and timely way in the planning, reviewing, and improvement programs under Title I, including the development of the Parent and Family Engagement Policy and schoolwide plan.
 - Parents and families will be invited to attend the annual meetings in the fall, discussing the Parent and Family Engagement Policy and the schoolwide plan. Parents are invited through notes sent home with students, announcements on the school's Facebook page, and a reminder sent through the School Messenger system.
 - At the annual meeting, parents will be invited to volunteer to be a part of the committee who will plan, review, and develop improvement plans for Title I programs.
 - After the committee is identified, meetings will be scheduled at times convenient for most members of the group (at least three times during the school year). These dates and times will be published on the school website and in notes sent home with students so parents can attend.
 - In addition to these meetings, input will be gathered from parents through anonymous surveys given at parent-teacher conferences.
 - The school's Get Involved! parent group will also be solicited for feedback regarding planning, reviewing, and improving Title I programs, the Parent and Family Engagement Policy, the Student, Parent, and Teacher Compact, and the schoolwide plan.
- Providing families with timely information.
 - All students at Mancelona Elementary School are Title I students and all parents receive regular communication from the school through weekly newsletters typically sent through home-school folders. Most teachers also utilize apps such as Class DoJo, Bloomz, or Remind. Teachers are also willing to communicate with parents by phone, through email, or at pre-scheduled meetings.
 - Some students have Individual Reading Improvement Plans or Individualized Education Programs. Parents of these students receive additional information from the school regarding their children's progress.
- Providing parents with 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. Through these descriptions and explanations, parents will be assisted with understanding the curriculum, assessments, and monitoring their child's progress.
 - Parents and families are annually informed of the curriculum and the curricular materials utilized in a letter from the principal mailed to all families from the building and adapted within the Mancelona Memo, sent from the District.
 - The annual Title I parent meetings will also discuss the State's standards, Mancelona Elementary's materials utilized to teach the standards, and the State and local assessments used to measure progress toward the standards.
 - Family information sessions may be held to help teach parents and families about the core programs utilized at MES. Parents will learn why specific materials are used, what materials can be expected at home, and how best to support their children within the reading and math programs.

- Parents and families are updated regarding academic assessments by teachers in newsletters, through classwork and assessments sent home at least weekly, and at parent-teacher conferences (and on student report cards three times per year). Within these communications, the child's proficiency is often presented in comparison to expected proficiency levels.
- Parents will be given access to grade level planning guides including the required content standards, if requested in the school office.
- Family activity nights which may support parents with understanding the state standards, how to monitor progress, and improve student achievement are scheduled throughout the school year.
- Parents with students who have Individual Reading Improvement Plans or Individualized Education Programs receive additional communication regarding curricular materials being utilized to meet standards and the progress monitoring tools used to measure growth.
- All communication with families is provided in a parent-friendly manner, free from jargon and acronyms to increase its understandability.
- Providing parents with 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.
 - Parents and families receive regular communication from their child's teacher and they are encouraged to communicate with their child's teacher. This communication will be provided in a parent-friendly manner intended to provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
 - Parents are encouraged to participate in decision making related to their child's education during fall and spring parent-teacher conferences.
 - If concerns arise from teachers or parents, meetings are scheduled with the child's teacher and/or other team members such as the literacy or math coach, the behavior coach, or the building principal. These meetings are scheduled, as needed, to support a child's education.
 - Some students have Individual Reading Improvement Plans, Individualized Education Programs, or are part of the Educational Study Team. These families have additional, scheduled communication between home and school to foster decision-making participation related to a child's education.
- Ensuring that if that schoolwide program plan is not satisfactory to parents, submitting any parent comments on the plan when the school makes the plan available to the school district.
 - Parent comments regarding the schoolwide plan will be submitted to the building principal who will share the revisions with the Title I director and the administrative team for consideration in the Mancelona Public Schools Title I Handbook.
- Jointly, with parents, developing a school-parent compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement.
 - The school Leadership Team, made up of teachers and the building principal, will review the Student, Parent, and Teacher Compact in the fall that was updated by the parent group the previous spring.
 - The Student, Parent, and Teacher Compact will be shared with parents and families at the annual Title I meeting in the fall. Feedback regarding revisions or updates will be solicited from parents and students. Parents will be invited to share feedback whole group, more privately with the principal immediately following the meeting, or in written form through notes left on the tables.
 - Teachers discuss the Student, Parent, and Teacher Compact with parents at the fall parent-teacher conferences, as it relates to the individual child's achievement.
 - Parents will also be given the opportunity to provide feedback through anonymous surveys conducted during parent-teacher conferences.
 - At the final parent meeting scheduled during the school year, the Title I committee will revise the compact for the following school year.
- Providing frequent reports to parents on their child's progress.
 - Teachers send home classwork and assessments at least weekly so parents can see their child's progress. Teachers also use communication tools such as apps or families' other preferred modes of communication to keep parents informed of academic progress.
 - At parent-teacher conferences parents have a pre-scheduled time to meet with their child's teacher to discuss their child's progress.

- Report cards are sent home four times per year to provide parents with written feedback regarding their child's skills.
- Reports to parents will be provided in a parent-friendly manner intended to provide opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- Affording parents reasonable access to staff, opportunities to volunteer, and participate in their child's class and observation of classroom activities. Mancelona Elementary School will provide other reasonable support for parental involvement activities as parents may request. MES will provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
 - School staff are available to parents through written notes or electronic communication, phone calls, pre-scheduled meetings, or events.
 - Specific dates are shared in the school newsletters and are posted on the website. Sometimes School Messenger is used to provide reminders to families about events such as:
 - Meet the Teacher Night
 - Volunteer Registration (chaperone field trips, class celebrations, etc.)
 - Fall Carnival
 - Parent-Teacher Conferences (fall and spring)
 - Curriculum Nights
 - Parent Group Meetings (including the annual Title I parent meeting)
 - Magic Hour Family Reading Nights
 - Parent Involvement Day
 - Thanksgiving Dinner for Lunch
 - Spring Building and District Fund Raisers
 - District Student Showcase Night
 - Periodic Surveys of Programs
 - Communities In Schools
 - Parents of students with Individual Reading Improvement Plans or Individualized Education Programs will receive additional reminders regarding upcoming parent involvement opportunities at IRIP or IEP meetings.
- 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.
 - Families receive communication from teachers at least weekly. Many grade levels send home folders on a daily basis. Parents are encouraged to write notes back to the teacher through these folders.
 - Many teachers also utilize apps to communicate with families. Parents often use these tools to communicate with teachers, even throughout the school day.
 - All families are encouraged to schedule meetings with teachers or other school staff by contacting the teacher or the office.
 - At this time, all families at Mancelona Elementary School speak English as a primary language. If families move into our district who need materials in an alternate language, efforts will be made to provide materials in a preferred language.
 - All communication between school and home will be provided in a parent-friendly manner intended to provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- Providing materials and training to help parents work with their children at home to improve their children's achievement.
 - Classwork, letters/information from the curricular programs, and newsletters from teachers are sent home regularly. Although not required, parents are encouraged to do practice pages with their children at home.
 - Families of students who could be impacted by Read by Grade Three receive periodic text messages through School Messenger regarding grade-appropriate literacy activities that could be practiced at home with minimal materials necessary. These messages are also posted on the School's Facebook page.
 - Family Reading Hour activities have been offered in the evenings several times throughout the school year. These evening events included a guest reader of a book, instruction from the

- literacy coach regarding a specific literacy strategy to practice at home, with all children leaving with a new book to take home.
- Students with Individual Reading Improvement Plans have coordinated contacts with the school's literacy coordinator who prepares at-home materials for families. She schedules meetings with the families to review the new materials. The materials are then sent home for practice. The materials are also practiced with the literacy coordinator at school. When the family has completed the activities, the next meeting is scheduled to learn about another set of at-home materials.
 - Educating staff in the value and utility of parents' contributions. Staff will 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.
 - Prior to the beginning of the school year, all staff will receive professional development regarding the most effective ways to communicate with families.
 - Staff have received and will continue to receive training related to de-escalating behavior, trauma, and poverty. With additional knowledge and skills related to our student population, staff will increase their skills with families as well.
 - Prior to parent-teacher conferences, teachers will receive additional information regarding the value of parents' contributions to students' education.
 - Throughout the year, the staff will be encouraged to participate in the Get Involved! parent group – providing input or suggestions for building relationships with families and coordinating and implementing activities with the parent group.
 - Coordinating and integrating parent involvement programs and activities with other programs, such as Early Childhood Special Education (ECSE), Head Start, and the Great Start Readiness Program (GSRP), that encourage and support parents in more fully participating in the education of their children.
 - Regular attendance by the Title I director at Early Childhood MTSS meetings, IRIP meetings and planning sessions, and IEP meetings or planning sessions for children who qualify for ECSE.
 - Additionally, parent meetings will be coordinated with other events that occur throughout the school year with high parent participation (such as holiday parties). Pairing of meetings with frequently-attended events should increase the number of parents who participate in important Title I discussions.