**(Name of School) 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 administrator 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 **(Name of School)** in the ways listed in each section.

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| **ESSA Section** | **Ways in Which (Name of School) 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: |
| **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: |
| **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 Parent Involvement Plan and schoolwide Plan | Parents are involved in the development of the school improvement plan and Title I Program development in the following ways: |
| **1116 (c) (4) (A)** Provide parents of Title I children timely information | Parents are provided information regarding the school programs in the following ways: |
| **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: |
| **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 | Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways: |

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| **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 | If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by: |
| **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 | The School-Parent Compact was developed… |
| **1116 (d) (2) (A)** Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child’s achievement | The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child’s learning at home and school. |
| **1116 (d) (2) (B)** Provide frequent reports to parents on their child’s progress | Student progress is reported to parents in several different ways at a variety of time throughout the school year including: |
| **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 | School staff ensure parents have access to communicate with them about their child’s education in a variety of ways including: |
| **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. | School staff ensures regular two-way communication between staff and family by: |
| **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 | School staff annually shares the State’s content expectations with parents, the state’s annual assessment (MEAP) with parents, and how to monitor their child’s progress. |

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| **1116 (e) (2)** Shall provide materials and training to help parents work with their children at home to improve their children’s achievement | Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child’s academic progress. These include: |
| **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 | On-going professional development for staff on effective ways to increase parent involvement occurs annually. |
| **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 | Coordination with other programs for parent involvement includes: |
| **1116 (e) (5)** Shall ensure information is shared with parents in a language and format they can understand | Information is shared with parents in a language and format they can understand. Examples include: |
| **1116 (e) (14)** Shall provide other reasonable support for parental involvement activities as parents may request | Parents are provided with other reasonable support such as: |
| **1116 (f)** Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children | Staff provide opportunities for full parent participation: |