

2020-21 Relevant Academy Parent and Family Engagement Plan

In accordance with Every Student Succeeds Act (ESSA) of 2015

We believe that significant learning by a learner is more likely to occur when there is an effective partnership between the school and the learner’s parents/guardians (“parents”). Such a partnership means a mutual belief in and commitment to, significant educational goals for a learner, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goals(s).

Parents, staff, and the building administrator have developed this Parent and Family Engagement Plan in accordance with ESSA, which are accomplished at **Relevant Academy** in the ways listed in each section.

ESSA Requirements	Ways in Which Relevant Academy Staff Accomplish these Activities
<p>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</p>	<p>An annual meeting is held which includes information for parents on: <i>(Title 1 Meeting at the Open House that all parents can attend in the fall and spring terms and individual student in-take meetings.)</i></p> <ul style="list-style-type: none"> ● <i>The purpose of the meeting will be to share the School-Wide Plan, review the School Parent and Family Engagement Policy, and to explain our Title 1 program and how parents can be involved to help their child be successful.</i> ● <i>Parents will be notified of the meeting before school starts, through email, text, phone calls, Facebook, Twitter, website informing them of time to come for the Open House & Title 1 meeting.</i>
<p>Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement</p>	<p>Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged:</p> <ul style="list-style-type: none"> ● <i>Learner Success Update Meetings(parent/teacher conferences) - 2 days in fall and 2 days in the spring</i> ● <i>Flexible IEP times</i> ● <i>Contact with Team Leader and Learning Coaches during after hours</i> ● <i>Mentoring from Learning Coaches-“after-hours”</i> ● <i>Parent Orientation – Annual Title Meeting and Open House (Fall and Spring terms); intake meetings</i> ● <i>Help facilitate EATRAN Transportation(public transportation in County) to parents who need transportation for parent meetings.</i>
<p>Involve parents in an ongoing and timely way in the planning, reviewing, and improvement programs under Title I, including the development of the Parent Involvement Plan and school-wide Plan</p>	<p>Parents are offered the opportunity to be involved in the development of the school improvement plan and Title I Program development in the following ways:</p> <ul style="list-style-type: none"> ● <i>Reviewing the Parent and Family Engagement Policy at the Annual Open House Meeting and student intake meeting(s)</i> ● <i>Posting the Parent and Family Engagement Policy for parents to review in the Main Office</i> ● <i>Surveys will be available for parents to make suggestions during Learner</i>

	<p><i>Success Updates and throughout the year for continued communication between parents and school all year. Reviewing survey responses and comments at bi-weekly staff meetings. Acting on these surveys made by stakeholders</i></p> <ul style="list-style-type: none"> ● <i>Reviewing and discussing Parent Compact at student intake meeting(s)</i> ● <i>Reviewing and revising the Parent and Family Engagement Policy to incorporate suggestions based on the Parent Survey results, student and staff recommendations</i> ● <i>Holding a Title I meeting at flexible times (morning and evening) to review the Title I program, parent and family engagement policy and ask for suggestions for improvement. Provide parents with a short verbal or written survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be evaluated by building leadership team to revise the parent school compact and parent and family engagement policy.</i> ● <i>Continue communication with parents (letters and website) to increase parent involvement in the School-Title I program</i> ● <i>Title I Parent Board to offer suggestions of how to improve the program and what other things parents may like to see as part of the program.</i>
<p>Provide parents of Title I children timely information</p>	<p>Parents are provided information regarding the school programs in the following ways:</p> <ul style="list-style-type: none"> ● <i>Hold an annual school-wide Title I Meeting at the Open House that all parents can attend in the fall and spring terms.</i> ● <i>Parent conferences (fall/spring/additional conferences upon parent request)</i> ● <i>School/Classroom/Newsletters</i> ● <i>Progress Reports and Report Cards</i> ● <i>School Website – Parent and Family Engagement Policy and Parent Compact available on website</i> ● <i>Telephone Calls/E-mail correspondence</i> ● <i>Parent-Student Handbook</i>
<p>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</p>	<p>Parents are provided information about expectations in the following ways:</p> <ul style="list-style-type: none"> ● <i>Hold an annual school-wide Title I Meeting at the Open House that all parents can attend in the fall and spring terms where curriculum is discussed.</i> ● <i>Learner Success Updates (fall/spring/additional conferences upon parent request)</i> ● <i>Newsletters</i> ● <i>Progress Reports on Academic Plans</i> ● <i>District Website – Parent and Family Engagement Policy and Parent Compact available on website</i> ● <i>Telephone Calls/E-mail correspondence</i> ● <i>Parent-Student Handbook</i>
<p>Provide parents of participating Title I students opportunities for regular</p>	<p>Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:</p>

<p>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>	<ul style="list-style-type: none"> ● <i>Conduct a Parent Survey in the spring during Learner Success updates</i> ● <i>Hold a Title I meeting fall and spring at flexible times (morning and evening) to review the Title I program, parent and family engagement policy and ask for suggestions for improvement. Provide parents with a short written or verbal survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the Parent and Family Engagement Policy when appropriate.</i> ● <i>Parent/Learner Success updates (fall/spring/additional conferences upon parent request)</i> ● <i>Telephone Calls/E-mail correspondence between parents, learning coaches and school</i>
<p>Ensure that if the school-wide 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>	<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"> ● <i>Conducting a Parent Survey at the Learner Success Update meetings (spring term at a minimum) for all parents.</i> ● <i>Hold a Title I meeting in fall and spring at flexible times (morning and evening) to review the Title I program, parent and family engagement policy and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the Parent and Family Engagement Policy when appropriate.</i> ● <i>Learner Success Update Meetings (fall/spring/additional updates upon parent request)</i> ● <i>Telephone Calls/E-mail correspondence between parents, learning coaches and school</i>
<p>Jointly, with parents, develop a compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement</p>	<p>The Parent-School Compact was developed:</p> <ul style="list-style-type: none"> ● <i>The Parent/Teacher/Student compact was originally developed with the members of the Building Leadership Team (including parents) and reviewed and revised annually. Revisions are made based on the Learner Success Updates, Parent Survey results and additional suggestions provided by parents.</i> ● <i>Secondary Education 9-12 grade</i> ● <i>Compact is discussed with parents a minimum of twice a year; in the fall and in the spring. Additionally weekly and/or monthly calls are made by mentors.</i>
<p>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</p>	

<p>Provide frequent reports to parents on their child's progress</p>	<p>Student progress is reported to parents in several different ways at a variety of time throughout the school year including:</p> <ul style="list-style-type: none"> ● <i>Progress reports available on an as-needed basis</i> ● <i>Learner Success Update Meetings (fall, spring, additional updates available upon request)</i> ● <i>Compass Learning allows parents to access grades and comments online at any time.</i> ● <i>Weekly and/or monthly phone calls are made by mentors</i>
<p>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"> ● <i>Classroom Volunteers</i> ● <i>Chaperones for field trips</i> ● <i>Room observations as requested by parents</i> ● <i>Breakfast/Lunch Program</i>
<p>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 (SAT, M-STEP) with parents, and how to monitor their child's progress.</p> <ul style="list-style-type: none"> ● During Learner Success Updates, parents and students will have an opportunity to meet with their learning coaches to discuss academic progress as well as achievement toward graduation. (These meetings are available in fall, spring, and at parent request). ● Parents have the opportunity to receive detailed electronic progress reports at their desired frequency. These reports include both physical and virtual attendance, course progress and current grade. ● Parents are able to dialogue with staff regarding Michigan Merit Core Curriculum during the enrollment process, at the open house, through the Support Learning Program, or during fall/spring conferences. ● Local assessment information (district common assessments) will be shared with parents during the enrollment process, at the open house, through the Learning Support Program, or during fall/spring conferences. ● Parents have an option to receive additional progress reports on their student every week by their teacher via email, text, or phone call. ● Teachers and Title I staff are available at Learner Success Updates to provide information and answer questions about common assessments.
<p>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. These include:</p> <ul style="list-style-type: none"> ● Access to newsletters in electronic or printed form. ● Academy Website - provides parents with information to support academic progress. ● Support Learning -website information to share parenting and instructional strategies with families at relevantacademy.org.

<p>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>	<p>On-going professional development for staff on effective ways to increase parental involvement occurs annually.</p> <ul style="list-style-type: none"> ● Staff will attend workshops and implement new ideas for effective parent communication. ● Parents will be invited to participate in ongoing professional development offered through the academy and Eaton RESA as available/appropriate.
<p>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>	<p>Coordination with other programs for parent involvement includes:</p> <ul style="list-style-type: none"> ● Parent-Teacher conferences (fall/spring) ● Annual Open House ● Support Learning - information on website to share parenting and instructional strategies with families. ● Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, The State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
<p>Shall ensure information is shared with parents in a language and format they can understand</p>	<p>Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> ● Information provided on academy website, teacher websites, or newsletters are written in terms that are easily understood by a person with a 4th grade reading level which, according to most research, allows upwards of 93% of US adults to read and comprehend. ● Interpreters, as needed, through Eaton RESA for all parent contacts ● Accommodations for deaf parents ● Information provided on academy website, teacher websites, and newsletters also made available in printed form upon request.
<p>Shall provide other reasonable support for parental involvement activities as parents may request</p>	<p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> ● Parents, at the time of enrollment, are given a list of staff desk phone, cell phone, and email contact information ● Parents, at the time of enrollment, are asked to follow/like Relevant Academy on social media for up-to-the minute updates ● Parents, at the time of enrollment, are shown the academy website and where to find helpful information ● Parents, at the time of enrollment, are provided information on support services including homeless, special education, transportation, records retrieval, reading and math supports, after hours and weekend access to staff.

<p>Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children</p>	<p>Staff provide opportunities for full parent participation:</p> <ul style="list-style-type: none"> ● Flexible meeting times (morning, afternoon, evening, or by appointment) ● Handicapped Accessible Facilities ● Phone Conferences (Bilingual interpreter, as needed, through ERESA for all parent contacts) ● Classroom newsletters written in a language/reading level parents can understand ● Accommodations for deaf parents ● Collaboration with community agencies; i.e., Community Mental Health, Barry-Eaton District Health Department. ● Accommodations for all parents are made as needed including parents with limited English proficiency, parents with disabilities, and parents of migratory children and parents with literacy issues.
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