

Perry Early Learning Center
Parent Involvement Plan
2015-2016

Perry Early Learning Center staff is committed to working with parents in order to facilitate the development and growth of all students. Parents and staff are keenly aware of the importance of developing and maintaining a high level of parent involvement in order for each student to reach his/her highest level of academic potential. Perry Early Learning Center parents are involved in the design, implementation, and evaluation of the school wide plan.

Perry Early Learning Center has a school wide parent involvement policy that is aligned with Ypsilanti Community Schools' Title I Parent Involvement Plan and meets NCLB requirements of section 1118.

POLICY INVOLVEMENT Sections 1118 © (1, 2, 3, 4A, 4B, 4C, 5)

In fulfillment of the parent policy involvement, Perry Early Learning Center will:

- (1) Convene an annual Title I meeting during Fall Open House. All parents and students will be invited and encouraged to attend this meeting prior to visiting students' classrooms. Parents will be informed of the school's Title I status (school wide), the requirements of this program, and their rights to be involved in the program. The plan will be available to parents and the community via the school's website. The plan will be updated when necessary/appropriate.
- (2) Offer additional meeting times monthly to ensure that all parents have the opportunity to participate in the program. Title I meetings will be scheduled concurrently with monthly Parent Advisory Board (PAB) meetings on the 2nd Tuesday of each month. Two meetings will be held each day, one in the morning and one in the evening. Childcare will be provided during the evening meeting. Transportation will be provided upon request. The principal will select alternative sites for PAB meetings when parents are interested in participating in Title I meetings, however, do not have the ability to participate within the school context.
- (3) Involve parents in a systematic and timely way in the joint planning, review, and improvement of the school's programs, the parent involvement policy and the school wide plan. Title I and School Improvement will be regular agenda items on the monthly PAB agendas. Parents will have the opportunity to contribute feedback, suggestions, and observations in collaboration with the Perry staff during these meetings.
- (4) Provide parents of participating children with...
 - (4A) Timely information about Title I programs. Parents will be provided with a description of programs and eligibility for participation one to two weeks before the programs are implemented. This information will be communicated through the school wide weekly notes, permission slips for students invited to participate in the programs, and during Title I meetings. Parent feedback (anecdotal) and evaluation of programs will be solicited at meetings and via parent surveys

that are administered during fall and spring Parent Teacher conferences.

- (4B) A description and overview of the curriculum, Common Core State Standards (CCSS), a description of the assessments and timeline of assessments that will be used to measure students' progress, and the proficiency levels that students are expected to meet (e.g., NWEA targets, writing targets). Parents will receive a parent friendly, grade specific description of the standards that their child is expected to master and the reading and math targets for performance on district and state assessments. The explanations of the targets will be written in parent-friendly language and the targets will be displayed in tables.
 - (4C) Opportunities for additional regular meetings if requested by parents so that they have the opportunity to formulate questions and participate in decision-making about their child's education. The school will respond to and implement suggestions in a timely manner when appropriate.
- (5) Under section 1114(b)(2), if the school wide program is not satisfactory to parents, the school will submit parent comments on the plan when it makes the plan available to Ypsilanti Community Schools.

**SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT –
Section 1118 (d) (1, 2A, 2B, 2C)**

Perry Early Learning Center will jointly develop a School/Parent/Student compact that outlines how the three parties share the responsibilities for high student achievement and the strategies that the school, parents, and students will use to develop a strong partnership that helps students achieve the State's standards. This compact will be jointly revised at the beginning of the school year and will –

- (1) Outline the school's responsibility to provide rigorous instruction that promotes student engagement, learning, students' ability to meet the State's academic targets, and to set high expectations for each student that is enrolled at Perry. The compact will further detail parents' responsibility to make sure their child attends school every day, has a scheduled time and space that is designated for studying, and monitors students' screen time (e.g., TV watching, video game playing, internet use) during the school year.
- (2) Address the importance of regular and effective communication between parents and teachers through the following avenues –
 - (2A) Discussion of the Parent/Teacher/Student compacts during the fall and spring conferences.
 - (2B) Consistent reports to parents about their child's progress via face-to-face meetings, telephone, or email.

- (2C) Ensure that parents have reasonable accessibility to staff, volunteer in their child's classroom, and to observe lessons.

BUILDING CAPACITY FOR INVOLVEMENT Section 1118 (e) (1, 2, 3, 4, 5, 14) To fulfill requirements under this section, Perry Early Learning Center and Ypsilanti Community Schools will –

- (1) Provide assistance so parents will understand information such as content standards, state achievement standards, and state and local assessments. Parents will also receive assistance in learning how to track students' progress and work with educators to improve their child's academic achievement. Assistance will be provided to parents through Power School training and during Title I Parent Nights.
- (2) To provide materials, resources, and training to help parents work with their children at home. These resources include access to online educational websites from the school's website, Title I Reading, Math, and Writing Nights that encourage parent participation in activity completion, homework calendars and packets, and reproducible books that parents can use to practice with their students at home.
- (3) Instruct staff, community partners, and the principal (with parent input) in the value of parental involvement in raising student achievement and effective ways to build connections between the school and parents to emphasize the partnership of parents and the school staff for student achievement.
- (4) Will coordinate and integrate parent involvement programs and activities with external entities such as Reading First and First Steps.
- (5) Ensure that information related to school and parent programs, meetings, and other activities is shared with parents in a language that parents understand. Information will be distributed via parent-friendly fact sheets, weekly school notes, and via school wide phone calls, emails, and texts.
- (6) Will provide any other reasonable support for parental involvement that parents request informally or during formal meetings.

ACCESSIBILITY – Section 1118 (f)

Perry Early Learning Center will provide opportunities for participation for parents with limited English proficiency, parents with disabilities, and parents of migratory children. Resources that will be provided to ensure full participation by these parents are interpreters who are available to translate during conferences, open houses, IEPs and meetings; accessible buildings; transportation to meetings, conferences, and events (when funding is available) and; reports/school information that are written in parent friendly and alternative languages when appropriate.

The school will compile and maintain evidence that demonstrates implementation of the parent involvement/plan and parents' involvement in development of the school wide plan. This evidence includes the following documents:

- (1) Sign in sheets to show attendance at school wide events and activities, Title I and School Improvement meetings and conferences, and volunteer opportunities.
- (2) Signed and initialed Parent/Teacher/Student compacts
- (3) Meeting agendas
- (4) Copies of parent-friendly fact sheets and assessment results
- (5) Copies of program descriptions, flyers, newsletters, notes, and permission slips
- (6) Invitations for parents to volunteer in the school and classrooms