

# Mid Peninsula School Parent Involvement Plan

*In accordance with The No Child Left Behind Act of 2001*

Parents, staff, and the building administrator have developed this Parent Involvement Plan in accordance with NCLB Section 1118 activities which are accomplished at **Mid Peninsula School** in the ways listed in each section.

NCLB Section	Ways in Which Mid Peninsula Staff Accomplish these Activities
<p><b>1118 (c) (1)</b> 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 during Open House before school starts in the Library, which includes information for parents regarding Title I and parents rights to be involved.</p> <ul style="list-style-type: none"> <li>● During Annual Parent /Teacher Conferences, there is also a Title I informational meeting/ Q and A to distribute flyers, discuss placement procedures, etc. with parents held in the Library. DIBELS, Progress Monitoring, and several other teaching strategies used for parents and teachers are discussed.</li> <li>● Teachers contact parents of Title I students that are recommended for intervention to discuss placement/ intervention</li> </ul>
<p><b>1118 (c) (2)</b> 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. Opportunities include:</p> <ul style="list-style-type: none"> <li>● During scheduled Title I meetings childcare is available</li> <li>● Multiple meeting times/ formats (face to face, email, phone, and walk-in meetings) are available to best meet parent needs</li> </ul>
<p><b>1118 (c) (3)</b> 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 schoolwide Plan</p>	<p>Parents are involved in the development of the school improvement plan and Title I Program/Plan development, including the development of the Parent Involvement Plan, in the following ways:</p> <ul style="list-style-type: none"> <li>● Parent representatives regularly attend School Improvement meetings</li> <li>● Parent/Community surveys on ways to improve communication, programming, and student achievement</li> <li>● Parents are involved in the development of the schoolwide transition plan. Parents on the team are encouraged to attend School Improvement Meetings through monthly newsletters, face to face invitations, email, and flyers.</li> </ul>
<p><b>1118 (c) (4) (A)</b> 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"> <li>● Annual Title I meetings</li> <li>● Updated Title I brochure sent home prior to school year starting</li> <li>● Testing reports sent home 3 times per year</li> </ul>
<p><b>1118 (c) (4) (B)</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</p>	<p>Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:</p> <ul style="list-style-type: none"> <li>● Annual Title I meetings</li> <li>● Title I brochure sent home prior to school year starting</li> <li>● Testing reports (DIBELS) sent home 3 times per year</li> <li>● MDE grade-level curriculum guidelines</li> <li>● State Assessment proficiency level reports</li> </ul> <p style="padding-left: 40px;">*All reports are provided to parents jargon free and at appropriate reading levels.</p> <p>The above reports describe where students should be at with age/grade level expectations and where they are. If there is intervention needed, we also provide parents a plan for intervention.</p>

<p><b>1118 (c) (4) (C)</b> 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</p>	<p>Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:</p> <ul style="list-style-type: none"> <li>● Gather parent feedback data via annual parent survey</li> <li>● Annual Title I meetings</li> <li>● Informal communication with parents (Phone calls, emails, and parent meetings)</li> <li>● Parents are encouraged to provide input at Title I meetings, via email, or encouraged phone calls.</li> <li>● Meetings are held to discuss schedule and calendar with parents encouraged to attend. These meeting allow parents the opportunity to have an active part in decision making.</li> <li>● Parents are encouraged to attend board meetings/committee meeting to discuss calendar and policy regarding curriculum.</li> </ul>
<p><b>1118 (c) (5)</b> 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</p>	<p>If parents are not satisfied with the schoolwide plan or Title I programs, they have opportunities to make comments by:</p> <ul style="list-style-type: none"> <li>● Attending board meetings</li> <li>● Parent survey feedback</li> <li>● Open Door Policy with Administration and Staff <ul style="list-style-type: none"> <li>○ Parents are encouraged to speak with teaching staff first, and if they are not satisfied with the outcome/response, they are encouraged to move to administration, and if they are still not satisfied they are encouraged to attend school board meetings.</li> </ul> </li> </ul>
<p><b>1118 (d) (1)</b> 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 with parents and school staff in 2005, and is reviewed annually during School Improvement Planning. As Mid Peninsula transitions to Title I schoolwide, we have completely made over our parent compact. It has components that address parents, students, and the school and a signature line. The parent compact has been submitted as a part of our schoolwide transition plan.</p>
<p><b>1118 (d) (2) (A)</b> 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>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. Elements to be discussed include the following:</p> <ul style="list-style-type: none"> <li>● Strategies to improve student academic achievement</li> <li>● Family partnerships that support high academic standards</li> <li>● Teachers review the compact annually at parent/teacher conferences and have the parents / students sign the compact</li> </ul>
<p><b>1118 (d) (2) (B)</b> 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"> <li>● Parent- Teacher Conferences</li> <li>● Power School</li> <li>● Quarterly Report Cards</li> <li>● Email and phone access to teachers and administration</li> <li>● Assessment data sent home to parents</li> </ul>
<p><b>1118 (d) (2) (C)</b> Afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and</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"> <li>● Opportunities to volunteer in the classroom and at school functions</li> </ul>

<p>participate in their child's class, and observation of classroom activities</p>	<ul style="list-style-type: none"> <li>● Parents invited to events in multiple ways including newsletter, website, social media, flyers, outdoor marquee at school entrance to ensure awareness of all events</li> <li>● Family fun nights</li> <li>● Literacy Nights</li> <li>● Math nights</li> </ul> <p>This information is distributed in Friday folders, mass mailing, email, and flyers. Parents are encouraged to attend all events and are often called upon to volunteer at these events.</p>
<p><b>1118 (e) (1)</b> 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 shares the State's content expectations with parents, the state's annual assessment (MEAP) with parents, guidelines for how to interpret results and reports, and how to monitor their child's progress.</p> <ul style="list-style-type: none"> <li>● Grade level standards (Common Core State Standards, Grade Level Content Expectations, and High School Content Expectations) statements distributed to parents</li> <li>● Assessment results and interpretation guidelines sent to families in jargon free language. Interpretation guides are sent home encouraging parents to contact school staff if they do not fully understand results.</li> <li>● School sends home parent surveys to indicate what method of communication is best for all parents. Most indicate that flyers/notes home work most effectively.</li> <li>● For those parents/students who need assistance, we include administration and teacher contacts for parents who need further clarification</li> </ul>
<p><b>1118 (e) (2)</b> 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"> <li>● Due to our small school size, the staff is able to meet with parents individually and give them success strategies specific to student needs</li> </ul>
<p><b>1118 (e) (3)</b> 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 parent involvement occurs annually during the following times/activities/events:</p> <ul style="list-style-type: none"> <li>● As evidence by: <ul style="list-style-type: none"> <li>○ Staff meetings prior to the start of the school year are focused on the importance of parent communication and different strategies to get more parental involvement</li> <li>○ Professional Learning Days in August and follow up training in September on the Joyce Epstein parent involvement model.</li> </ul> </li> <li>● The primary model used will be Joyce Epstein's model.</li> </ul>
<p><b>1118 (e) (4)</b> 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"> <li>● Great Start Readiness Program</li> <li>● Bay College informational night</li> <li>● Kindergarten kickoff</li> <li>● Family movie night</li> <li>● Family literacy night</li> <li>● Halloween Carnival</li> <li>● Bake Sales</li> <li>● Soup/Chili challenge</li> <li>● Zombie Run (5k run)</li> <li>● Veteran's Day Program</li> <li>● Grandparents Day</li> <li>● Holiday Music Program</li> <li>● Michigan Fundraising</li> </ul>

	<ul style="list-style-type: none"> <li>● Pizza making fundraisers</li> <li>● Candy Sales</li> <li>● All night grad party</li> <li>● GSRP</li> <li>● PTO</li> <li>● Sports Boosters</li> </ul>
<p><b>1118 (e) (5)</b> 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, that is jargon free. Examples include:</p> <ul style="list-style-type: none"> <li>● Due to our small school, we have direct contact/knowledge of our parents. They are all fluent in English and the district communicates in multiple ways. If different forms/languages are necessary the district would be sure to accommodate these needs.</li> <li>● Mid Peninsula School strives to ensure that all parent communications are written in parent friendly, jargon-free language.</li> <li>● Teachers are trained on how to communicate with parents effectively, such as flyers, phone conversations, email conversations, and family nights via the Joyce Epstein framework.</li> </ul>
<p><b>1118 (e) (14)</b> 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"> <li>● School accommodates any parent or family member with a disability, or special need. Principal serves as the primary contact for school activities and community needs.</li> <li>● School employs a Social worker that works with families to support their needs</li> </ul>
<p><b>1118 (f)</b> 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 by providing opportunities of parents with:</p> <ul style="list-style-type: none"> <li>● PARENTS WITH LIMITED ENGLISH PROFICIENCY: While we currently do not have any parents with limited English proficiency, we would provide any services as needed, including translation services, an effort to use simple language and graphics (clip art, photographs) to increase understanding of written communication</li> <li>● PARENTS WITH DISABILITIES: For parents with mobility disabilities, conferences and meetings will be held in a barrier free part of the school, or via phone as requested. For parents with cognitive, vision, or hearing disabilities, we can accommodate their needs through coordination with the local ISD and/or school staff as necessary.</li> <li>● PARENTS OF MIGRATORY CHILDREN: While we currently do not have any migratory children enrolled, we would provide any services as needed, including translation services, transfer services, and remedial support.</li> </ul> <p>*The school is willing to provide translation services, and simple explanations of processes, and this information is distributed annually in our welcome back mailing. These parents are encouraged to communicate with email, phone, or face to face if they need additional assistance.</p>