



## **Watkins Early Childhood Center**

### **Implicacion Parental:**

### **Titule I, Pieza A**

## **Una copia firmada y anticuda parental del**

*\*A de la politica de la implicacion el 2011-2012 titulos I se puese encontrar en la oficina de cada escuela y el centro de los ninos que reciben principales.*

***Los Padres Parentales-** de la entrada de los ninos que reciben servicios bajo esta parte estraran implicados en las decisions con respect como los fondos reservado bajo titulo I, pieza A se asignan par alas actividades parentales de la implicacion.*

***Los Comentarios Parentales-** si el plan... no es satisfactorio a los padres de ninos que particpan, la agencia educativaa local (y escuela) someteran a cualquier padre comentan...al estado (y a la oficina de las escuelas publicas de las noticias de Newport de concesiones federales) cuando el acuerdo parental del padre del plan y de la escuela de la implicacion se somete al estado.*

*Las preguntas y los comentarios parentales se pueden dirigir al especialista de la implicacion dedl padre de [Tiffany.Morant@nn.k12.va.us](mailto:Tiffany.Morant@nn.k12.va.us), centro temprano de la minez de Watkins.*

## **Titulo I- La Política Parental -Watkins Early Childhood**

### **Parte I. GENERAL EXPECTATIONS**

La Watkins Early Childhood Center acuerda poner los requisitos en ejecución estatutarios siguientes:

- La escuela pondrá en los programas de la operación, actividades y los procedimientos para la implicación de los padres que participan en el título I, pieza los programas de A, constantes con la sección 1118 del acto elemental y secundario de la educación (ESEA). Eso programas, actividades y procedimientos serán planeados y funcionados con la consulta significativa con los padres de niños que participan.
- Constante con la sección 1118, la escuela trabajará para asegurarse de que el escuela-nivel requerido que las políticas parental de la implicación resuelven los requisitos de la sección 1118 (b) del ESEA, y cada uno incluye, como componente, un acuerdo del escuela-padre constante con la sección 1118 (d) del ESEA.
- La escuela incorporará esta política parental de la implicación del título I en su plan de la escuela desarrollado bajo sección 1112 del ESEA.
- En realizar el título I, pieza los requisitos parentales de la implicación de A, al grado practicable, la escuela proporcionará las oportunidades completas para la participación, de los padres de habilidad inglesa limitada, padres con inhabilidades, y los padres de niños migratorios, incluyendo el abastecimiento de la información y de los informes de la escuela requeridos bajo sección 1111 del ESEA en un formato comprensible y uniforme y, incluyendo formatos alternativos a petición, y, al grado practicable, ed padres de una lengua entienden.
- Si el plan de la escuela para el título I, pieza A, desarrollada bajo sección 1112 del ESEA, no es satisfactorio a los padres de niños que participan, el district de la escuela someterá cualquier comentario del padre con el plan cuando la escuela somete el plan a la oficina del título I.
- La escuela implicará a padres de los niños sevidos en el título I, pieza escuelas de A en decisiones sobre como el 1 por ciento del título I,

pieza fondos de a ewservado para la implicacion parental esta pasdo, y se asegurara de que no no menos que 95 por cineto del un por ciento reservado va directamente a las escuelas.

- La escuela sera gobernada por la definicon estatutaria siguiente de la implicacion parental, y cuenta con que sus escuelas del titulo I realicen programas, actividades y procedimientos de acuerdo con esta definicion:

*La implicacion parental significa la participacion de pades en la comunicacion regular, de dos vias, y significative que implica actividades academicas de la escuela que aprenden del estudiante y otras, incluyendo asegrar—*

*(A) Ese los padres desmpenan un papel integral en asistir a aprender de su nino.*

*(B) Que se anima a los padres que esten implicados activamente en la educacion de su nino en la escuela.*

*(C) Ese los padres son socios llenos en la educacion de su nino y son incluidos, como apropiado, en la toma de decision y en los comites consultivos asistir a la educacion de su nino.*

*(D) El realizar de otras actividades, tales como esos descritos en la seccion 1118 del ESEA.*

- La escuela informara a padres y las organizaciones parentales se centran en el estado.

**PARTE II. DESCRIPCION DE COMO LA ESCUELA PONDRÁ LOS COMPENETES PARENTALES REQUERIDOS DE LA POLITICA EN EJECUCION DE LA IMPLICACION DEL TITULO I.**

1. La Watkins Early Childhood Center tomara las acciones siguientes para implicar a padres en el desarrollo comun de su plan parental de la implicacion del titulo I bajo seccion 1112 del ESEA:
  - Distribuya la encuseta sobre el padre para la entrada del padre
  - Tenga servicio de los padres entrado en el equipo de la accion de la implicacion del padre
  - Invite a padres que resuelvan, discutan, y desarrollen el plan parental de la implicacion
  - Boletines de noticias del padres
  - Reuniones de la ciudad del padre

2. El **Watkins Early Childhood Center** \_ tomara las acciones siguientes para implicar a padres en curso de revision y mejora de la escuela bajo seccion 1116 del ESEA:
  - Invite a padres que sirvan en el equiipode la mejora de la escuela
  - Conduzca las reuniones anuales del padre del titulo I en las horas convenientes
  - El centro temprano de la ninez de Watkins proporcionara la coordinacion
  
3. The **Watkins Early Childhood Center** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Parent/ Teacher Conferences
  - Monthly Newsletters
  - Parent Information packets for each theme
  - Parent Link
  - School Web page
  - Involve parents in classroom activities
  
4. The **Watkins Early Childhood Center** will coordinate and integrate parental involvement strategies in Title I Part A schools with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
  - Collaborate training with Head Start when appropriate
  - Inform parents who do not qualify for our program about Head Start
  - Will post Head Start flyers in main office, and in local day care centers
  
5. The **Watkins Early Childhood Center** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - Distribute parent surveys
  - Offer workshops for Limited English speaking parents
  - Arrange for translators to come into school for conferences
  - Translate all notices in different languages
  - Offer resources to interested parents who are limited in literacy
  - Language Line Services

6. The Watkins Early Childhood Center will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among parents and the community to improve student academic achievement, through the following activities specifically described below:
- A. The school will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --the school's academic content standards, the school's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
- Annual Title I meetings
  - Report Cards
  - Workshops
  - Parent/Teacher Conferences
  - Volunteering
  - Family Engagement Center
  - Parent Town Meetings
  - Parent Input
- B. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Partners in Print
  - Parent/Teacher Conference
  - Parent Workshops
  - School/Teacher Website
- C. The school will, with the assistance of its community and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Providing Parent/ Teacher Workshops
  - Utilizing Parent Volunteers
  - Utilizing Community Business Partners

D. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Collaborate with all preschool, and early childhood centers
- Will share information with other Preschool establishments by way of: brochures, flyers, and workshops for parents.

E. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Flyers/notices
- Parent Link calls
- Provide translated materials for non-English speaking families when available and requested.
- Newsletters
- School Webiste

### **PART III. DISCRETIONARY TITLE I PARENTAL INVOLVEMENT POLICY COMPONENTS**

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;

- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

**PART IV. ADOPTION**

This Title I Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **Watkins Early Childhood Center.**

This policy was adopted by the **Watkins Early Childhood Center** on **October 31, 2011** and will be in effect for the period of 2011-2012. The school will display this policy in a visible location which will allow all parents of participating Title I, Part A children to be viewed. The school will distribute copies to each parent of a child participating in a Title I, Part A program. Additional copies will be placed in the following locations:

- Main Office
- Parent Involvement Office
- Title I Office

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*(Signature of Authorized Official)*

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*(Date)*



## **Title I School-Parent Compact**

### **WATKINS EARLY CHILDHOOD SCHOOL-PARENT COMPACT**

*\* A copy of the 2011-2012 School Parent Compact may be found in each school's main office and parent resource center/area.*

*The Watkins Early Childhood Center, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

*This school-parent compact is in effect during school year 2011-2012.*

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**



The Watkins Early Childhood Center will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - High quality curriculum and instruction
  - Data Notebooks & Teams
  - Walk Throughs & Instructional Audits
  - Intervention Action Plans
  - Instructional Planning & Content Team Meetings
  
2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
  - October 13, 2011
  - March 8, 2011
  - Additional conference times and dates can be made with classroom teachers on an individual student need.
  
3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
  - Report Cards
  - E-mails/ notes in name tags
  - Phone calls home
  
4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
  - Conferences/Phone calls
  - Emails/ Notes in name tags
  - Home/ Office Visits
  
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:
  - Parenting Workshops
  - Serve on Parent Committee
  - Read in the classroom
  - Join child's class for lunch
  - Field Trips
  - Classroom parent activities
  - Volunteer Program
  - Citizenship Assemblies

## **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways by:**

- *Monitoring attendance.*
- *Getting my child to school on time everyday.*
- *Making sure that my child is read to everyday.*
- *Monitoring amount of television my child watches.*
- *Attending special activities in my child's classroom when invited.*
- *Attending parent workshops.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Volunteering*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent 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.*



## **Additional Required School Responsibilities**

The Watkins Early Childhood Center will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual Title I, Part A meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

### **Optional School Responsibilities**

To help build and develop a partnership with parents to help their children achieve

The State's high academic standards, the Watkins Early Childhood Center will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

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School

\_\_\_\_\_  
Parent(s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

(SIGNATURES ARE NOT REQUIRED ON THIS PAGE)