



2021-2022 SCHOOL LEVEL PARENT AND FAMILY ENGAGEMENT PLAN

The Title I Parent and Family Engagement section of Every Student Succeeds Act (ESSA), Section 1116(b) requires each school to develop a written parent and family engagement plan that describes the means for carrying out the requirements of Section 1116, subsections (c-f). The school will ensure that parents and families are notified of the plan and that the plan will be:

- presented to parents and families in an understandable and uniform format.
- provided in a language that parents/families can understand.
- developed jointly with and agreed upon by parents and family members.
- distributed to all parents and family members.
- made available to the local community.
- updated periodically to meet the changing needs of parents, family members, and the school.

J. E. Clark Preparatory Academy

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EVERY CHILD by NAME at
J.E. Clark Preparatory
Academy!

J.E. Clark Eagles



Every Child by Name!

School Advisory Council's Approval of Parent and Family Engagement Plan

A School Advisory Council (SAC) will review and approve the Parent and Family Engagement Plan upon completion. When members change the plan must be revisited, revised (if necessary), and approved as evidenced by signatures and dates.

Principal: _____

Signature: _____

Date: _____

DFT Representative: _____

Signature: _____

Date: _____

PTA President: _____

Signature: _____

Date: _____

Parent: _____

Signature: _____

Date: _____

Parent: _____

Signature: _____

Date: _____

Parent: _____

Signature: _____

Date: _____

Parent: _____

Signature: _____

Date: _____

Teacher: _____

Signature: _____

Date: _____

Teacher: _____

Signature: _____

Date: _____

Teacher: _____

Signature: _____

Date: _____

Alumni: _____

Signature: _____

Date: _____

Business and Faith Partner: _____

Signature: _____

Date: _____

Student: _____

Signature: _____

Date: _____

Student: _____

Signature: _____

Date: _____

Student: _____

Signature: _____

Date: _____

Student: _____

Signature: _____

Date: _____

Plan Involvement	
LEGISLATIVE CITATION	PLAN TO SUPPORT PARENTS AND FAMILIES
<p>The school shall convene an annual meeting, at a convenient time [ESSA, 1116(c)(1)]:</p> <ul style="list-style-type: none"> ▪ which all parents and family members shall be invited and encouraged to attend; ▪ to inform parents and family members of their school’s participation as a Title I school; ▪ to explain the requirements of a Title I Schoolwide Program; and ▪ the rights for parents and family members to be involved. 	<p>Parents and family members will be made aware of the Annual Title I meeting through:</p> <ul style="list-style-type: none"> ▪ Open House ▪ Memo/notes home ▪ Invitations sent home with students, ▪ Monthly postings on the school’s calendar, ▪ Postings on the school’s marquee, and ▪ Postings on the school’s website. <p>The following will be discussed during the Annual Title I Meeting:</p> <ul style="list-style-type: none"> ▪ An overview of a Title I Schoolwide Program and services available. ▪ PBIS ▪ The Home-School Compact will be revisited and modified, if needed. ▪ The Parent and Family Engagement Plan will be revisited and modified, if needed. ▪ Students will be invited to attend the Annual Title I meeting to become informed about school services. ▪ Parents and family members being provided the opportunity to meet with teachers and/or administrators to receive answers to questions regarding school procedures after they have been reviewed. ▪ Parents and family members will be informed about curriculum and academic planning. ▪ The Annual Education Report (AER) is discussed and explained to parents and family members. ▪ Michigan’s required assessments and the school’s state and local data points. ▪ Spending of Title I Parent and Family Engagement Funds are also reviewed and discussed. ▪ Any other topics of interest and/or concerns raised by attendees

<p>The school shall offer a flexible number of meetings, such as meetings in the morning or evening [ESSA, 1116(c)(2)].</p>	<p>Parents and family members that are unable to attend meetings shall be invited to submit written questions and concerns that may be addressed during and/or after meetings.</p> <p>When at all possible, meetings will be scheduled on the same day, but at different times, as other evening activities to make it easier for parents and family members to attend.</p> <p>Parents and family members shall be invited and encouraged to attend the following meetings:</p> <ul style="list-style-type: none"> ▪ Annual School Open House, ▪ The Annual Title I Meeting, ▪ Monthly Parent Meetings with the Principal and/or Assistant Principal ▪ School Improvement Team meetings (meeting times will alternate morning and afternoon), ▪ Parent, Family Member, Teacher Conferences (PFTC), ▪ School Advisory Council (SAC)/PTA meetings, and ▪ Morning and evening academic workshops (parental workshops, new curriculum workshops, family math & literacy nights, etc...)
<p>The school shall involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I Schoolwide program, including the planning, review, and improvement of the school's parent and family engagement plan [ESSA, 1116(c)(3)].</p>	<p>Parent and family members will participate and provide input in, on, or through:</p> <ul style="list-style-type: none"> ▪ School Improvement Team Meetings, ▪ Parent/Teacher/Student Conferences ▪ Monthly Parent Meetings with School Administration ▪ PTA Meetings, ▪ School Advisory Council Meetings, ▪ Distribution of annual surveys. ▪ The Annual Title I Meeting, ▪ Program Evaluations ▪ Social Media Accounts (School website, Twitter, Facebook, etc...) <p>Each year, amendments shall be made as necessary.</p> <ul style="list-style-type: none"> ▪ Parents, staff, community members will be invited to quarterly meeting(s) to discuss the above initiatives, changes, and/or amendments during the evaluation process. <p>Distribution and notification shall take place during:</p> <ul style="list-style-type: none"> ▪ Fall parent-family-teacher conferences (PFTC); ▪ the annual Open House held during the 2nd month (October) of the academic year; and ▪ PTA monthly meetings. <p>Provided in a language parents can understand by ensuring:</p>

	<ul style="list-style-type: none"> ▪ The parent and family engagement plan is written in a parent-friendly format. ▪ The parent and family engagement plan is translated into other languages, as need. ▪ That one-on-one support is provided, as needed. ▪ That parents supported during Parent Monthly Meetings with School Administration.
<p>The school shall provide parents and family members with timely information about the Title I Schoolwide program [ESSA, 1116(c)(4)(A)].</p>	<p>Parents and family members will be kept abreast through or during:</p> <ul style="list-style-type: none"> ▪ The annual Open House, ▪ Monthly Parent Meetings with School Administration ▪ Parent/Teacher/Student Conferences ▪ Course outlines/syllabi provided to every child, ▪ Progress reports, ▪ Reports cards, ▪ Online resources provided by Detroit Public Schools Community District (DPSCD), ▪ Parent and/or Family Teacher Conferences, ▪ Parent friendly written communications, and ▪ Phone calls, Robo-calls, website postings, and emails.
<p>The school shall provide parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards [ESSA, 1116(c)(4)(B)].</p>	<p>Parents and family members will be provided support in understanding the curriculum, academic assessments, growth measurements, and proficiency levels through:</p> <ul style="list-style-type: none"> ▪ The school’s curriculum portal, ▪ PTA monthly meetings, ▪ Parent/Teacher/Student quarterly conferences ▪ Monthly Parent Meetings with School Administration ▪ Parent workshops, ▪ Training and meetings coordinated by POC ▪ Parent workshops held at the school level ▪ Assessment Parent Reports (MSTEP, IREADY) <p>The following will be discussed:</p> <ul style="list-style-type: none"> ▪ grade level expectations and Common Core State Standards, ▪ proficiency levels expected on assessments, ▪ growth targets, ▪ iReady Diagnostic, ▪ M-STEP (Michigan Student Test of Education Progress), ▪ SAT, PSAT, and ▪ WIDA (World Class Instructional Design and Assessment).

	<ul style="list-style-type: none"> ▪ How to read/understand assessment reports ▪ How parents can support at home ▪ How to stay in close communication with school/teacher regarding your Young Scholar’s academic standing ▪ EVERY CHILD by NAME at J. E. Clark
<p>The school shall provide, if requested by parents and families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible [ESSA, 1116(c)(4)(C)].</p>	<p>Such requests may be made verbally or in writing:</p> <ul style="list-style-type: none"> ▪ To school administration or a representative of the school staff. ▪ Individual conferences to be scheduled in accordance with teachers’ preparation period. ▪ Surveys will be provided for input and feedback. ▪ PACSA meetings provide an avenue for such requests. ▪ Representation on the School Improvement Team. ▪ Parent/Teacher/Student conferences ▪ Monthly Parent Meetings with school administration ▪ Phone calls ▪ Frequent communication including written responses and e-mails, and ▪ Suggestion Mailbox in the main office.
<p>If the Schoolwide Program Plan under section 1114(b) is <u>not satisfactory</u> to parents and family members, the school shall submit any parent comments on the plan when the school makes the plan available to DPSCD [ESSA, 1116(c)(5)].</p>	<p>Parent and family members comments will be submitted to:</p> <ul style="list-style-type: none"> ▪ J. E. Clark Preparatory Academy, Principal Mr. Stephen D. Garcia ▪ J. E. Clark Preparatory Academy, Principal Leader Ms. Myrina Scott

Shared Responsibilities for High Student Academic Achievement

As a parent/guardian, I want my child to achieve; therefore, I will encourage my child by doing the following:

- ❖ Ensuring that they attend school regularly and on time with the needed supplies & materials
- ❖ Supporting school staff in maintaining proper discipline
- ❖ Setting aside a specific time for homework and review it regularly.
- ❖ Providing a quiet place for study & ensuring my Young Scholar receives adequate rest at night.
- ❖ Encouraging my child's efforts as well as maintaining positive interactions with the school
- ❖ Staying interested in and aware of what my child is learning.
- ❖ Reading with my child and let my child see me read regularly.
- ❖ Expressing positive views about the school my child attends
- ❖ Communicating with my child's teacher on a regular basis.
- ❖ Volunteering and participating in the school's PACSA/PTSA or visit my child's classroom as often as possible.
- ❖ Model the importance of education by allowing my child to see me learning, reading, communicating with others in a respectable manner, and making continuous progress toward a better life.
- ❖ Support school events such as parent-teacher conferences, open house, P.A.C.S.A/PTSA school improvement & parental meetings
- ❖ Speak positive, loving words to my child(ren) daily.

As a student, it is important that I work to the best of my ability; therefore, I will strive to do the following:

- ❖ Take ownership of my learning by attending school on time, daily with needed supplies/materials
- ❖ Completing & returning homework daily
- ❖ Participate in the learning process by asking questions & joining in on classroom discussions
- ❖ Modeling leadership qualities among my fellow peers, being a positive leader in my community
- ❖ Work cooperatively with my classmates.
- ❖ Respect myself, my parents, my school, and other people.
- ❖ Follow rules provided by the student code of conduct.
- ❖ Wear my uniform daily.
- ❖ Read regularly.
- ❖ Give all notices and information to my parents.
- ❖ Keep track of my progress by talking to my teachers about my grades, missing assignments, and the chance to make-up/redo assignments if possible.
- ❖ Follow all rules and adhere to the Student Code of Conduct.
- ❖ Speak to my parents regularly and my teachers about my progress in school.
Read high-quality text at least 30 minutes per day (i.e. newspaper, novel, engaging literature from a variety of genres, etc...)

As a teacher/professional staff member, I understand the importance of students' achieving their highest potential; therefore, I will strive to do the following in support of students' learning:

The school will provide high-quality curriculum and instruction and an effective learning environment by:

- Providing necessary assistance to parents and family members so that they can help with assignments.
- Encouraging students, parents, and family members by communicating regularly about student progress.
- Contacting parents and family members to convey something positive about students on a regular basis.
- Providing high-quality curriculum and instruction.
- Ensuring a supportive and non-threatening classroom environment where students learn and feel free to ask questions
- Providing varied learning opportunities for students to enable them to meet academic expectations.
- Hold high expectations for all students, believing that all students can learn as we support students in realizing their potential.
- Be available for parent and family conferences.
- Make myself and my classroom accessible to parents, encouraging them to arrange visits to the school, and prearranging observations of my classroom.
- Share information regarding school & student data with students, parents, & the community.
- Collaborate with colleagues to support teaching & learning across all grade levels & content areas.
- Provide relevant homework assignments that reinforce and extend student learning.
- Respect all staff, students, parents and community representatives.
- Provide immediate feedback on all student assessments (homework assignments, exams, class work).
- See myself as a continuous learner by seeking out professional development opportunities that support best practices in student achievement.
- **EVERY CHILD by NAME at J. E. Clark!**

As a principal, I support this compact for parent involvement; therefore, I will strive to do the following:

- Provide an environment that allows for positive communication between the teachers, parents, families, guardians, and students.
- Encourage teachers to regularly provide homework/reading assignments that will reinforce and enhance classroom instruction.
- Monitor and evaluate all components in the compact to ensure the school is realizing the identified goals of the Home-School Compact.
- Ensure that a high-quality instruction is provided to all students.
- Ensure that staff is using data to drive instructional practices and using best practice strategies to support student learning and engagement across the grade levels and content areas.
- Ensure that instructional staff creates Individualized Student Learning Plans based upon multiple measure of data & implement intervention strategies based upon those plans.
- Ensure that instructional staff has multiple opportunities to collaborate with grade levels as well as across grade level teams.
- Provide professional development opportunities at the school level that address student, teacher, & community needs reflected in summative & formative data.
- Provide a positive school climate and culture that is safe and conducive to learning.
- Provide opportunities for parents to be actively involved in school activities.
- Encourage positive communication between home and school.
- Respect school staff, students, families, and the community. Model the behaviors that I wish to see displayed in others.
- Communicate regularly with the school community about school-wide events & programming.
- Monitor teacher/student interaction & learning by conducting scheduled and unscheduled walk-throughs as well as classroom observations.
- Provide immediate feedback to instructional staff regarding work performance.
- Provide opportunities for teachers to grow and excel in the profession and beyond.

➤ Support PBIS	
LEGISLATIVE CITATION	PLAN TO SUPPORT PARENTS AND FAMILIES
<p>The school shall jointly develop with parents and family members a school-parent-family compact that outlines how parents, the entire schools staff, and students will share the responsibility for improved student academic achievement and the means by which the school, parents, and family members will build and develop a partnership to help children to achieve the State’s high standards [ESSA Section 1116(d)].</p>	<p>The Home-School Compact will be developed, revised, and discussed, as needed during:</p> <ul style="list-style-type: none"> ▪ The annual Open House ▪ Monthly Parent Meetings with School Administration ▪ The Annual Title I Meeting. ▪ The School Advisory Council. ▪ School Improvement Team Meetings ▪ PTA meetings. <p>The school will build and develop a partnership with parents and family members by providing input in, on, or through:</p> <ul style="list-style-type: none"> ▪ School Improvement Team Meetings, ▪ Monthly Parent Meeting with School Administration, ▪ School-level Parent workshops, ▪ PTA Meetings ▪ School Advisory Council. ▪ Distribution of surveys during the Annual Title I meeting, ▪ Family Engagement Surveys, and ▪ Program Evaluations.
<p>The school shall describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time [ESSA 1116(d)(1)].</p>	<p>The school will provide high-quality curriculum and instruction and an effective learning environment by:</p> <ul style="list-style-type: none"> ▪ Providing necessary assistance to parents and family members to bridge the gap between home and school work ▪ Attending Professional Development sessions at the school level on relationship building with students, parents, community, and one another ▪ Encouraging students and parents and family members by communicating regularly about student progress. ▪ Contacting parents and family members to convey something positive about students on a regular basis. ▪ Providing high-quality curriculum and instruction along with time to process for students ▪ Ensuring a supportive and non-threatening environment where students are encouraged to ask questions and think through their learning opportunities ▪ Providing varied learning opportunities for students to enable them to meet academic expectations.

<p>The school shall describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time [ESSA 1116(d)(1)]. Continued</p>	<ul style="list-style-type: none"> ▪ Hold high expectations for all students, believing that all students can learn. ▪ Be available for parent and family conferences and keep in contact with parents regarding student’s academic standing ▪ Make myself and my classroom accessible to parents, encouraging them to arrange visits to the school, and prearranging observations of my classroom. <p>Parents and family members will support their children’s learning by:</p> <ul style="list-style-type: none"> ❖ Ensuring that they attend school regularly and on time with the needed supplies & materials ❖ Supporting school staff in maintaining proper discipline ❖ Setting aside a specific time for homework and review it regularly. ❖ Providing a quiet place for study & ensuring my Young Scholar receives adequate rest at night. ❖ Encouraging my child’s efforts as well as maintaining positive interactions with the school ❖ Staying interested in and aware of what my child is learning. ❖ Reading with my child and let my child see me read regularly. ❖ Expressing positive views about the school my child attends ❖ Communicating with my child’s teacher on a regular basis. ❖ Volunteering and participating in the school’s PACSA or visit my child’s classroom as often as possible. ❖ Model the importance of education by allowing my child to see me learning, reading, communicating with others in a respectable manner, and making continuous progress toward a better life. ❖ Support school events such as parent-teacher conferences, open house, P.A.C.S.A/school improvement & parental meetings ▪ Speak positive, loving words to my child(ren) daily
<p>The school shall include a schedule for elementary school parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement [ESSA 1116(d)(2)(A)].</p>	<p>The Home-School Compact will be discussed and distributed during the fall PFTC,</p> <ul style="list-style-type: none"> ▪ The School-Parent Compact will be re-discussed at all remaining Parent-Teacher Conferences to ensure maximum understanding by all stakeholders, ▪ The School-Parent Compact will also be re-discussed during monthly parent meetings with school administration ▪ The School-Parent Compact will also be used on an as-needed basis to reiterate the expectations of all stakeholders. ▪ The School-Parent Compact will be handed out to each student beginning the 1st day of school. Instructional teaching staff will continue to pass out the compact during the entire month of September & October in order to capture all students on the classroom roster as well as any new incoming students. Teacher will be required to use a class roster copy in order to check off those students who have turned in a completed (with all signatures & dates) School-Parent Compact Form. Principal will sign-off on forms as they come to the office with the check-off class roster sheet. Completed classrooms will then be placed in a

	<p>school-wide binder for referencing and safe, secure storage. As new students enter the school throughout the year, the teacher will be expected to send home, remind the student/parent to return the school-parent compact and send to the office for Principal signature and filing within school-wide binder. This process will continue throughout the academic year until the end of the June 2019 school year.</p>
<p>The school shall provide frequent reports to parents on their children's progress [ESSA 1116(d)(2)(B)].</p>	<p>Frequent reports on student's progress will be provided through:</p> <ul style="list-style-type: none"> ▪ quarterly progress reports, ▪ quarterly report cards, ▪ semi-Annual PFTCs, ▪ online grade books, ▪ emails and written communications, phone calls home, text messaging, and ▪ Individual conferences upon request.
<p>The school shall afford parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities [ESSA 1116(d)(2)(C)].</p> <p>The school shall afford parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities [ESSA 1116(d)(2)(C)].</p> <p>Continued</p>	<p>Reasonable Access to Staff through:</p> <ul style="list-style-type: none"> ▪ Individual conferences upon request. ▪ Parent/Teacher/Student conferences ▪ Parent-friendly written communications. ▪ E-mails, phone calls, text messaging <p>Opportunities to Volunteer:</p> <ul style="list-style-type: none"> ▪ Parent classroom volunteer opportunities ▪ Family night & Field Day volunteer opportunities ▪ PACSA meetings ▪ School Improvement Team ▪ Chaperones during field experiences ▪ Requests may be made in writing at the main office ▪ All applicable volunteer forms and clearances MUST be in place before volunteering opportunities begin <p>Observation of Classroom Activities:</p> <ul style="list-style-type: none"> ▪ Reasonable observation of classrooms MUST be requested in writing, via phone call, or in person by the building administrator ▪ Parent MUST report to the Main Office to receive approval before visiting any classroom

<p>The school shall ensure regular two-way, meaningful communication between parents, family members and school staff. [ESSA 1116(d)(2)(D)].</p>	<p>Regular two-way, meaningful communication between parents and/or family members, and the school’s staff will take place by:</p> <ul style="list-style-type: none"> ▪ Provide professional development on effective communication skills including skills for effective verbal engagement, active listening, and empathetic responding. ▪ Encourage and promote a sense of care and concern for physical and emotional safety, and the health and well-being of students, staff, and parents. ▪ Establish systems of communication that will ensure that all information about policies, procedures, and expectations are available to all parents. ▪ Disseminate calendars of school activities to provide notice to parents. ▪ Conduct surveys for students, parents, and communities.
<p>Building Capacity for Involvement</p>	
<p>LEGISLATIVE CITATION</p>	<p>PLAN TO SUPPORT PARENTS AND FAMILIES</p>
<p>The school shall provide assistance to parents and family members in understanding the challenging State academic standards, State and local academic assessments, the requirements of a Title I Schoolwide Program, and how to monitor a child's progress and work with teachers to improve the achievement of their children [ESSA 1116(e)(1)].</p>	<p>J. E. Clark Preparatory Academy, will provide assistance to parents through:</p> <ul style="list-style-type: none"> ▪ the Annual Title I Meeting, ▪ the annual Open House, ▪ Monthly parent meetings with school administration ▪ Parent & Family night workshops ▪ question and answer sessions during PACSA meetings, ▪ parent workshops, and ▪ Parent/Teacher/Student Conferences
<p>The school shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent involvement [ESSA 1116(e)(2)].</p>	<p>This will be done during:</p> <ul style="list-style-type: none"> ▪ The Annual Open House, ▪ The Annual Title I meeting, ▪ Monthly parents meetings with school administration ▪ Parent & Family Night workshops ▪ Parent/Teacher/Student Conferences ▪ PACSA meetings, and ▪ Parent workshops.
<p>The school shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to,</p>	<p>Assistance will be provided under the leadership of J. E. Clark Preparatory Academy administrators, and through a shared effort of staff. This will occur during/through:</p> <ul style="list-style-type: none"> ▪ Professional developments (school-based), ▪ Weekly staff meetings, ▪ Monthly Parent Meetings with School Administration ▪ PACSA meetings,

<p>communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between the parent and the school [ESSA 1116(e)(3)].</p>	<ul style="list-style-type: none"> ▪ Parent & Family Night workshops ▪ One-to-one conferences with principal and staff, and ▪ Written communications from administrators to staff ▪ Phone calls to Principal & School Visitations with Principal
<p>The school shall, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children [ESSA 1116(e)(4)].</p>	<p>Parents shall be involved in all aspects of J. E. Clark Preparatory Academy School, including, but not limited to:</p> <ul style="list-style-type: none"> ▪ School Improvement Team, ▪ Monthly Parent Meetings with School Administration ▪ PTA meetings, ▪ Parent/Teacher/Student Conferences ▪ Parent & Family Night Workshops, ▪ Parent Engagement Rooms, ▪ Preschool transition program, and ▪ Extra-curricular activities, teams, and clubs. ▪ Volunteering opportunities at the school level
<p>The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand [ESSA, 1116(e)(5)].</p>	<p>J. E. Clark Preparatory Academy shall provide:</p> <ul style="list-style-type: none"> ▪ Interpretation/translation, ▪ Printed communications in larger print, ▪ Auditory communications, ▪ Workshops in various languages as needed, ▪ Parent-friendly communications including, charts, and graphs, ▪ Phone calls, parent friendly emails, and text messaging ▪ Other accommodations as are needed and deemed feasible. ▪ Relationship Building that supports our PBIS initiative
<p>The school shall provide such other reasonable support for parental involvement activities under this section as parents may request [ESSA, 1116(e)(14)].</p>	<p>J. E. Clark Preparatory Academy shall provide:</p> <ul style="list-style-type: none"> ▪ Academic programs and workshops for parents. ▪ A safe and non-threatening environment for the Clark Community ▪ The best in quality education that we are able to provide ▪ Professional Development for staff so that we are able to provide the best instruction for our students ▪ Technology support services offered by school and staff. ▪ Volunteer services are offered to parents. ▪ Community referrals and local services are rendered through school by local agencies.

	<ul style="list-style-type: none"> ▪ Support from the Alumni Association. The work closely with school and community to help support academic success for all students. ▪ Additional reasonable support will be provided upon request.
<p>Accessibility</p>	
<p>The school, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) [ESSA, 1116(7)(f)].</p>	<p>Upon enrollment, J. E. Clark Preparatory Academy will inquire about parental needs (i.e. parents with disabilities, homeless, ESL, migratory, etc.) and provide support as needed. Specific needs will be addressed as below and individualized parent and family member conferences will be available upon request.</p> <p>User Friendly:</p> <ul style="list-style-type: none"> ▪ Materials and reports will be in a parent and family member friendly format. ▪ Overall student achievement data for standardized tests are posted throughout building in the form of graphs, charts and native language(s). ▪ Parent Connect provides reports, data that is available in a user-friendly format. <p>Limited English:</p> <ul style="list-style-type: none"> ▪ Reports are in a parent-friendly format in multi-languages. ▪ ELL, ESL parents can request an interpreter if needed during meetings or designated time. ▪ Parents are invited to participate in workshops offered in Parent Rooms, that may include ESL classes (English Second Language); ▪ The district provides translation tools on the website. ▪ Standardized Testing and Score Reports for LEP (Limited English Proficiency) parents are available in a 2nd language. ▪ Technology assistance such as laptops, internet accessibility in Parent Rooms, and ESL software. <p>Parents with Disabilities:</p> <ul style="list-style-type: none"> ▪ Parents with Physical Disabilities can gain easy access through separate handicap entry door in building and in some classrooms. ▪ Parents with disabilities will be provided with support offered by the school Counselor and Parenting Network Services <p>Migratory/Homeless Issues:</p> <ul style="list-style-type: none"> ▪ Parents of migratory/homeless children are provided services from designated staff in Parent Rooms or through the Department of Human Services.

	<ul style="list-style-type: none">▪ Parents are invited to participate in workshops offered in Parent Rooms on Migrant Family Education programs, Translations of documents and ELPA Reports. <p>Literacy Issues:</p> <ul style="list-style-type: none">▪ Technology assistance such as laptops, internet accessibility at Parent Rooms, and ESL software.▪ Parents with literacy issues are provided services from designated staff in Parent Rooms or through the Department of Human Services▪ Support from the school once aware of any literacy issues. The school will try to provide any necessary support after a conference with parents and key personnel with suggestions to support any literacy challenges that families may face.
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