

SCHOOL PARENT INVOLVEMENT PLAN

The Board of Education believes that research provides convincing evidence that parents/guardians are an important influence in helping their children achieve high academic standards. When schools collaborate with parents/guardians to help their children learn and when parents/guardians participate in school activities and decision-making about their children's education, children achieve at higher levels.

Parental/guardian involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities. To this end, parents/guardians should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
- C. their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- D. providing for the proper health, safety, and well-being for their child;
- E. developing English language proficiency;
- F. assisting their child in meeting English Language Arts and Math proficiency standards.

The Board is committed to communicating to parents/guardians at a level and in a language they can understand, where practicable.

The Board through this policy directs the establishment of a parent/guardian involvement plan by which a school-parent/guardian partnership can be established and provided to the parent/guardian of each child in the District. The plan must encompass parent/guardian participation, through meetings and other forms of communication. The Parent/Guardian Involvement Plan shall be distributed to all parents/guardians and students through publication in the Student Handbook or other suitable means.

The Board of Education encourages and in accordance with the requirement of Section 1118 of Title IA, programs sponsored by Title I funds must be designed and implemented in consultation with parents/guardians of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which have been developed with, approved by, and distributed to parents/guardians of participating students. This includes the development of a school parent/guardian compact consistent with section 1118 (d).

These guidelines are as follows:

The Superintendent shall direct the development of a Parent/Guardian Involvement Plan for the District which includes, the following strategies:

- A. Maintain a consistent, District wide effort to communicate regularly with parents/guardians.
- B. Hold an annual meeting to inform first time parents/guardians of the District parent/guardian involvement plan. A positive invitation in language understandable to the parents/guardians will be given to explain the District's commitment and the parent's/guardian's right to be involved in the educational process of their child.

- C. Provide child's individual assessment results, reading results, progress reports, report cards and parent conferences.
- D. Provide a description and explanation of the curriculum in use at the District, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. Have school administration and staff provide test data and interpretation meetings to allow parents/guardians to ask questions.
- E. Provide opportunities for discussions between parents/guardians, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially.
- F. 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/guardian involvement, by conducting reading/literacy nights throughout the school year.
- G. Educate its teachers, pupil services personnel, principal and other staff through District professional development, in how to reach out to, communicate with, and work with parents/guardians as equal partners in the education process.
- H. To the extent possible, coordinate and integrate parent/guardian involvement programs and activities with early intervention programs that encourage and support parents in more fully participating in the education of their children.
- I. Provide each school's discipline plan along with an attendance policy.
- J. Arrange flexible scheduled parent/teacher conferences and parent/guardian requested conferences, at least two (2) conferences annually; to inform parents/guardians of students' progress.
- K. Schedule regular meetings and brainstorming sessions to provide parents/guardians the opportunity to share concerns and desires, to better improve the school environment and student achievement.
- L. Send home a parent/guardian-student-teacher compact that outlines how parents/guardians and school staff will share the responsibility for improved student achievement of their children. This compact shall be discussed and revised as necessary at least annually at school meetings.
- M. Post PTA/PTO meetings, and parent/guardian involvement meetings on the District website and in District and School Newsletters.
- N. Publish District and School Newsletter(s) informing parents/guardians about the parent/guardian involvement plan and other events at the school(s). This newsletter will also send a positive invitation to parents/guardians to participate in various activities while providing parents/guardians information at a glance about scheduled District and school meetings and activities.
- O. Send folders home (on a regular basis) to keep parents/guardians abreast of individual student progress and maintain open lines for communication.
- P. Distribute home language surveys annually to identify students for whom English is a second language to provide a means for developing individualized instruction when needed.
- Q. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- R. Encourage active faculty participation in PTA or PTSO.
- S. Have students perform at various functions throughout the community.
- T. Encourage parents/guardians to serve as chaperones for class field trips and other school activities.

- U. Form an advisory council of District staff and parents/guardians to assure parents are involved in an organized, ongoing and timely way, in the planning, review and improvement of the school Parent/Guardian Involvement Plan.
1. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent/guardian involvement activities to improve student academic achievement and school performance.
 2. Incorporate the District wide Parent/Guardian Involvement Policy into its local education agency plans developed under Section 1112 of the ESEA.
 3. Provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians with migratory children in a language, to the extent practicable, that they will understand.
 4. Provide a process for parents/guardians to submit comments or concerns about the plan to the State Department of Education.
 5. Involve the parents/guardians of children served in Title I, Part A schools in decisions about how the one percent (1%) of Title I funds (parent/guardian involvement funds) are spent and ensure that no less than ninety-five percent (95%) of the one percent (1%) reserved go directly to the schools.
 6. Establish a District wide Title I Parent/Guardian Advisory Committee comprised of parents/guardians representing each school receiving Title I funds under 1112.
 7. Annually review the progress of each school to determine whether the school is making adequate yearly progress (AYP) and implement requirements under section 1116 as required.
 8. Hold each building accountable for the planning and implementation of parent/guardian involvement activities that are developed with Title I parents/guardians to support and improve student achievement. This may include but not be limited to: building parent/guardian advisory committee, PTO, literacy nights, Parent/Teacher conferences, school improvement team and professional staff development.
 9. Coordinate and integrate parent/guardian involvement strategies in Part A with parental/guardian involvement strategies under the following other programs: Reading First, Young 5's, Michigan School Readiness, and local preschool programs through the coordination of the District's early childhood center programs.
 10. Conduct an annual evaluation completed by the District Title I Parent/Guardian Advisory Committee which will identify barriers to greater participation by parents in parental/guardian involvement activities. The School District will use the findings of the evaluation about its Parent/Guardian Involvement Policy and activities to design strategies for more effective parental/guardian involvement, and to revise, if necessary (and with the involvement of parents/guardians) its Parent/Guardian Involvement Policies.
 11. Communicate via annual reports, District report cards, State and national test results, web page, PTO, Title I parent/guardian meetings and parent/teacher conferences.

Relations with Parents/Guardians

The Board needs parents/guardians to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent/guardian. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents/guardians in matters relating to conduct.

For the benefit of the child, the Board encourages parents/guardians to support their child's career in school by:

- A. participating in school functions, organizations and committees;
- B. supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. requiring their child to observe all school rules and regulations;
- D. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- E. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- F. reading all communications from the school, signing, and returning them promptly when required;
- G. limit and monitor my child's TV, video games, and computer usage to ten (10) hours per week;
- H. encourage fifteen (15) to thirty (30) minutes of daily reading at home;
- I. assist my child in meeting the English Language Arts and Math State proficiency standards;
- J. attending conferences set up for the exchange of information on their child's progress in school.

The District Parent/Guardian Involvement Policy will be developed jointly with and agreed on with, parents/guardians of children participating in Title I, Part A programs, as evidenced by an annual review of the Title I Parent Advisory Committee. This committee should be representative of participating Title I schools.

Parent compacts/agreements will be reviewed annually by the Title I Parent Advisory Committee in the Spring of each year and distributed to parents/guardians/students in the Fall of each school year.

Sec. 1112, 1118 ESEA
M.C.L.A. 380.1294

Adopted 12/20/04