

PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the families of each child in the District. The plan shall follow all federal and state requirements for working with parents/guardians of special populations. The plan must encompass parent participation, through meetings and other forms of communication. Therefore, the Parental Involvement Plan includes the following:

A. Relationships with Families

- cultivating school environments that are welcoming, supportive, and student-centered;
- providing professional development for school staff that helps build partnerships between families and schools;

B. Effective Communication

- providing information to families to support the proper health, safety, and well-being of their children;
- providing information to families about school policies, procedures, programs, and activities;
- promoting regular and open communication between school personnel and students' family members;

- communicating with families in a format and language that is understandable, to the extent practicable;
- providing information and involving families in monitoring student progress;
- providing families with timely and meaningful information regarding Michigan's academic standards, state and local assessments, and pertinent legal provisions;
- making available a description and explanation of the curriculum in use at the district/school, the form of assessment used to measure student progress and the achievement expectations of students;
- providing a copy of the parent/student handbook;
- arranging flexible scheduled parent/teacher conferences and parent/guardian requested conferences;
- publishing district and school newsletters, via electronic and/or hard copies, that provide important school information and include positive invitations to parents/guardians to participate in various school activities;
- informing parents about the building Shared Involvement Process Teams, and how to access the school and district annual reports;
- using on-line grading and reporting systems to inform parents/guardians of various assignments and activities;
- convening annual parent curriculum nights where an overview of the grade level/course curriculum and achievement expectations are shared;
- providing the school and district annual reports that meet all of the requirements of the State of Michigan. The reports will be posted on the district website and hard copies made available when requested;
- providing other reasonable support for parent involvement at parents' requests and responding to suggestions and comments as soon as practicably possible.

C. Parent Involvement Opportunities

- providing volunteer opportunities for families to support their children's school activities;
- helping families to provide a school and home environment that encourages learning and extends learning at home, including the following:
 - participating in school functions, organizations and committees;
 - supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
 - expecting their child to observe all school rules and regulations;
 - supporting or enforcing consequences for their child's willful misbehavior in school;
 - sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
 - taking 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;
 - reading all communications from the school, signing, and returning them promptly when required;
 - working with the school in attending conferences set up for exchange of information of their child's progress in school.

D. Involving Families in Decision Making and Advocacy

- encouraging the participation as partners in the process of school review and continuous improvement planning, through participating:
 - as members of the building level Shared Involvement Process Teams
 - as members of hiring committees

- as members of the NCA Steering Committees
- by completing Shared Involvement Process feedback forms and surveys

F. Collaborating with the Community

- building constructive partnerships and connecting families with community-based programs and other community resources;
- coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development (i.e., community recreation, community based sports organizations, community sponsored events, etc...).

Implementation

The expectations above will allow the Superintendent, or his/her designee, to provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. This plan will be distributed to all parents and students through publication in the Student Handbook or other suitable means. The Shared involvement Process teams will help in evaluating the effectiveness of the plan annually, and provide suggestions for ongoing improvement.

Indicates IDEA 2004 Section 650 & 644 parent involvement requirements
Indicates Title I Section 1118 parent involvement requirements
Sec. 1112, 1118 ESEA
M.C.L.A. 380.1294

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