

PARENTAL INVOLVEMENT POLICY

The Board of Directors believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the academy and the student's parents. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means for accomplishing those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s) of developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes; and providing an academy and home environment which encourages learning and augments, at home, the learning experiences provided by the academy.

The Board through this policy directs the establishment of a parent involvement plan by which an academy-parent partnership can be established and provided to the parent or guardian of each child in the Academy. The plan must encompass parent participation, through meetings and other forms of communication. The Board directs the development of a parental involvement plan, which may include the following strategies:

- A. An annual meeting held to inform first time parents of the Academy parent involvement plan. An invitation will be given to explain the Academy's commitment and the parent's right to be involved in the educational process of their child.
- B. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- C. Provide a description and explanation of the curriculum in use at the Academy, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The Academy's discipline plan along with a tardy plan will be available. This will be distributed at the Open House each September along with the Annual Report.
- D. Flexibly scheduled parent conferences and requested parent conferences, Parent/Teacher Conference meetings, parent involvement meetings will be available on the Academy web site and via e-mail.
- E. A Ben Ross PSA Newsletter informing parents about the parent involvement plan and other events at the school. This newsletter will also send a positive invitation to parents to participate in various activities while providing parents information at a glance about scheduled Academy meetings and activities.
- F. Ambassador, Motivated Parent Advisory Committee (MPAC) meetings and brainstorming sessions will be held regularly and scheduled at least once monthly to provide parents the opportunity to share concerns and desires, to better improve the Academy.
- G. The Academy sends home a Parent-Student-Teacher Contract that outlines how parents and academy staff will share the responsibility for improved student achievement of their children. This contract shall be discussed at least annually at Academy meetings. This will be part of the Student Handbook and distributed at September's Open House.

- H. The Academy has launched a home reading program call Accelerated Reader. Reading logs and Library Color Coded Reading books are provided to encourage students to read. Student participation in the program is given academy-wide recognition.
- I. A consistent Academy-wide effort via Round-ups and Open Houses is made to communicate regularly with parents. Teachers' schedule at least two student learning conferences annually to inform parents of student progress.
- J. Weekly newsletter will be distributed by each teacher, every Monday informing parents of upcoming Academy events and curriculum being taught.
- K. Teachers will maintain communication each week to keep parents abreast of their student's progress and maintain open lines of communication. Teacher's make calls, use email, and mail letters as needed to parents. Individual teachers or grade-level teams may develop other means of communicating with parents and that procedure will be in place by the first two weeks of school year. Parents will be notified of these procedures.
- L. Home language surveys are distributed annually to identify students for whom English is a second language, providing a means for developing individualized instructions when needed.
- M. Community involvement in the Academy is encouraged by continued positive partnerships throughout the community; i.e. Tim Horton's Mrs. Johnson.
- N. The faculty at Academy is actively involved in the MPAC.
- O. Parents are encouraged to serve as chaperones for class field trips and other activities.
- P. A volunteer recognition is held each June for parents and volunteers who have helped throughout the year.
- Q. Academy administration and staff provide test data and interpretation meetings, at least three times a year at conferences that allow parents to ask questions.
- R. Opportunity is provided for discussions consisting of parents, administration and staff to discuss problems and find solutions for students having difficulties. This group meets two (2) times a month. A caseworker is assigned for follow-up. This RtI group will the first and third Friday of each month.
- S. A parenting resource center has been established and is open weekly in the Parent Resource Room.
- T. An Auto Dialer is used to inform homes of various activities and the web site will also be maintained with individual teacher web pages.
- U. Parents are involved in an organized, ongoing and timely way, in planning, reveiw, and improvement of the Academy's Parental Involvement Plan. The group, MPAC, will meet monthly to discuss the Parent Involvement Plan. The plan will be updated for a vote by MPAC every April. Meeting minutes will reflect monthly discussions.

Relations with Parents

The Board feels that it is the parents who have the ultimate responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, recognizes the responsibility to monitor student's behavior and, as with academic matters, the importance of cooperation between the Academy and the parents in matters relating to conduct.

M.C.L. 380.1294
Sec 1112 ESEA

TITLE I SERVICES

The Board of Directors elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement Act of 1965.

The Educational Service Provider/Superintendent shall prepare and present to the State Department of Education a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

Assessment

The Academy shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Education as well as those determined by the Academy's professional staff that will assist in the diagnosis, teaching, and learning of the participating students.

Scope

The Academy shall determine whether the funds will be used to upgrade the educational program of the entire Academy and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire Academy and/or a Targeted Assistance Academy, shall include the components required by law as well as those agreed upon by participating staff and parents.

Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation.

1. Title I plan will be presented at the September MPAC meeting.
2. Auto Dialer will announce this meeting and tell parents pack will be sent home the following day if they are not in attendance.
3. Information will go home to parents with a survey about plan
4. Title I coordinator will meet with MPAC in March to get feedback on plan and make changes.
5. Survey will go home after March MPAC meeting about needs for change.
6. New Title I plan will be introduced to MPAC each June.

Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1118 of the Act.

Comparability of Services

Title I funds will be used only to augment, not to replace, State and local funds. The Educational Service Provider/Superintendent shall use State and local funds to provide educational services in an Academy receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in an Academy that is not receiving Title I assistance. The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education

programs, bilingual education programs, and programs for educationally-disabled students.

The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the Educational Service Provider/Superintendent shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the Academy.

Simultaneous Services

In accordance with law, an Academy offering Title I services may also serve other students with similar needs.

20 U.S.C. 6301 et seq., Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200, et seq.

PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Educational Service Provider shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the Academy expects the parents to be involved in the program, including their participation in the development of the plan, which will be developed during MPAC meetings or in a committee of MPAC;
- B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the PSA may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents, during MPAC meetings, to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program during MPAC meetings;
- F. information concerning Academy performance profiles and their child's individual performance will be communicated to parents during monthly MPAC meetings;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like that will be discussed at MPAC meetings and Parent University;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the Academy will provide coordination, technical assistance and other support necessary to assist Title I statute develop effective parental participation activities to improve academic achievement;
- J. in March an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;

- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Educational Service Provider/Superintendent shall also assure that the Academy develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents rights to be involved and the Academy's obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. will provide participating students' parents with:
 - 1. timely information about the Title I programs;
 - 2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
 - 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;
- E. develops jointly with parents an Academy-parent compact which outlines the responsibilities of the Academy staff, the parents and the student for academic improvement, including:
 - 1. the Academy's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
 - 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
 - 3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

TITLE I - PARENTS RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each Academy receiving Title I funds, the Educational Service Provider/Superintendent shall make sure that all parents of students in the Academy are notified that they may request, and the Academy will provide the following information on the students' classroom teachers:

- A. whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching;
- B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived;
- C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned;
- D. the qualifications of any paraprofessionals providing services to their child(ren);

In addition, the parents shall be provided information on the level of achievement of their child(ren) on the required State academic assessments and timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.