

PARENTAL INVOLVEMENT

Reference: MCL 380.1294; Title I Programs, 20 USC §§ 1231d, 6318, 6913, 7273, 7273c, 7273d; 34 CFR § 200.28; Migrant Education Program Parent Involvement, Title I, § 1304; Limited English Proficiency Parent Involvement, Title I, § 1304; American Indian and Children Residing on Indian Lands Parent Involvement, 20 USC §§ 7424, 7704

Countryside Academy Elementary School encourages parental participation in its operations. Where the term “parent” is used in this policy, it also shall include a legal guardian. A copy of the Academy’s parent involvement plan shall be provided to the parent of each Academy pupil or shall be included in the Academy’s student handbook.

The Academy strongly encourages and welcomes the involvement of parents in all of the Academy’s educational programs. It is recognized that a parent’s involvement in a child’s education is a critical component in that child’s academic success. The Academy Board further appreciates and respects parents as the “first teachers” of their children, and believes the interest and involvement of parents in the education of their children should not diminish once children enter the Academy.

An effective school/parent partnership focused on students’ educational success must exist, which involves all Academy staff and parents, for the Academy’s educational goals to be achieved.

Accordingly, the Board directs, by the adoption of this policy, that the administration of the Academy shall design a program/plan that will encourage and foster a partnership between families and the Academy for increased parent involvement in a pupil’s education. The plan may include, but not be limited to:

- Establishment of welcoming school environments
- Communication to and from parents and school
- Parents as volunteers
- Supportive home learning environments
- Schools as a parent resource center; and
- Parents as decision makers.

Included in these areas may be surveying parents as to their ideas and needs related to parent involvement, communicating in languages understood by Academy families, the development and review of instructional materials and district procedures, review of individual school environments, input on the ways that the Academy may better communicate with parents about information and resources they may need (e.g., current laws, regulations, instructional programs; and community resources), educational programs to assist parents in their support of academic achievement, increasing parents’ opportunities to be involved in building decisions, as well as Academy staff development looking at staff attitudes and effective parent involvement programs.

The effective implementation of the plan should be reviewed and evaluated by the Academy and parents on a regular basis with administrator recommendations to the Academy Board as to related policy and budgetary needs.

Title I Programs

In accordance with the requirement of the No Child Left Behind Act, the Academy encourages parent participation in Title I programs. Parents shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

The Academy Board directs that the following actions be implemented by the administration to insure compliance with federal law and to invite parents to become involved highly in the education of their children:

- The involvement of parents in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;
- Invitations to parents to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent suggestions on program development, planning, evaluation and operation;
- Assistance to parents in understanding Title I, including providing information in a language understandable to the parent, if practicable;
- Parent notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by Title I staff at regularly scheduled parent –teacher conferences and any additional communication as requested by the Title I staff or parents;
- Opportunities to enhance parent capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies;
- Ongoing communication between the Academy and parents; and
- Other appropriate activities (i.e. Family Math Nights, parent sessions, science, theatre, etc).

If the Academy is a recipient of Title I funds, it hereby adopts the following policy statements regarding the development of a plan for parent involvement in the development of a Title I plan, and directs the administration to:

- Involve parents in the development of the plan;
- Develop a plan that provides for the involvement of parents in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent involvement in Title I programs with parent involvement in other programs, including but not limited to Head Start;

COUNTRYSIDE ACADEMY

- To review and evaluate the Academy's plan annually and to share the results of that review and evaluation with the Academy Board;
- To assure that the policy/plan contains a compact that outlines how parents, school staff and students will share the responsibility of improved student achievement; and
- To distribute the Academy plan to parents of participating children and to the local community.

Limited English Proficiency (LEP) Parent Involvement

In accordance with federal law, parents of LEP students will be provided notice regarding their child's placement in and information about the Academy's LEP program. LEP students shall have access to educational programs other than programs designed to address limited English proficiency. Parents will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice also must include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

American Indian and Children Residing on Indian Lands Parent Involvement

In accordance with federal law, parents of American Indian students or students residing on Indian lands will be afforded an opportunity to present their views on programs provided to such students, including an opportunity to make recommendations on the needs of these children and how the Academy may help the children realize the benefits of the Academy's programs and activities. Parents and Indian tribes shall be afforded an opportunity to present their views on the Academy's activities and general educational programs, and shall be consulted and involved in planning such programs. Relevant applications, evaluations, and program plans shall be disseminated to parents and Indian tribes.

Migrant Education Program (MEP) Parent Involvement

Parents of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Adopted 4/14/05
Revised 5/14/08