

Section 7000 – Instructional Program

State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District’s educational programs. It is recognized and appreciated that parents/guardians are the “first teachers” of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will expect parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District’s Parental Involvement plan to all parent(s)/guardian(s). This plan may be provided via the student handbook or other document distributed to all students and parents.

District Plan

The Board encourages parent(s)/guardian(s) participation in all school programs. Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children.

The Board directs that the following actions be implemented by the administration to ensure compliance with this policy and state and federal law, and to invite parent(s)/ guardian(s) to become involved highly in the education of their children:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of District programs/services through participation on building School Improvement Teams;
- Invitations to parent(s)/guardian(s) to attend at least one annual meeting, with additional meeting opportunities being available as needed, designed to provide information about programs and services, and to solicit

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parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;

- Assistance to parent(s)/guardian(s) in understanding Title I and other District programs including the providing of information in a language understandable to the parent(s)/ guardian(s) if practicable;
- To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parent(s)/guardian(s) with disabilities, and parent(s)/guardian(s) of migratory children, including providing information and school reports required under Title 1 Part A Subpart 1 Section 1111 in a format and, to the extent practicable, in a language parent(s)/guardian(s) understand;
- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- Assistance to parent(s)/guardian(s) of children as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements Title 1 Part A, Subpart 1, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- A provision for input by staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;
- The provision of materials and training to help parent(s)/guardian(s) to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

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- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing two-way communication between school and parent(s)/guardian(s); and
- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc.).

Written Plans/Policies

The Grand Rapids Public District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan (“Plan”) for parent(s)/guardian(s) involvement in the development of a Title I plan. Individual buildings may personalize the District Plan to meet the particular needs of their school, subject to approval by the Superintendent. The Board directs the administration to:

- Involve parent(s)/guardian(s) in the development of the Plan;
- Develop a Plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;
- Jointly develop, with parent(s)/guardian(s) for all children served under the Title 1 plan, a school-parent compact (“Compact”) that outlines how parent(s)/guardian(s), the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the State's high standards. The compact shall:
- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under the Title 1 plan to meet the State's student academic achievement standards, and the ways in which each parent/guardian will be responsible for supporting his/her children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of his/her children and positive use of extracurricular time; and

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- Address the importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - Parent(s)/Guardian(s)-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as the Compact relates to the individual child's achievement;
 - Frequent reports to parent(s)/guardian(s) on their children's progress; and
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
- Provide the necessary technical, research, staff, language, and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- Integrate and coordinate the Plan for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Michigan School Readiness program;
- To the extent feasible and appropriate, coordinate and integrate parent(s)/guardian(s) involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent(s)/guardian(s) resource centers, that encourage and support parents/guardians in more fully participating in the education of their children;
- Review and evaluate the District's Plan annually and to share the results of that review and evaluation with the Board;
- Distribute the District Plan to parent(s)/guardian(s) of participating children and to the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

The administration shall, to the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parent(s)/guardian(s)

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with disabilities, and parents/guardians of migratory children, including providing information and school reports required under Title 1 Part A, Subpart 1 Section 1111 in a format and, to the extent practicable, in a language such parents understand.

English Language Learners (ELL) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of ELL students will be provided notice regarding their child’s placement in and information about the District’s ELL program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also 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 ELL program and to place the child in the regular program. The notice must be in a format that families can comprehend and, to the extent practicable, , in a language such parents understand..

The administration shall, to the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parent(s)/guardian(s) with disabilities, and parents/guardians of migratory children, including providing information and school reports required under Title 1 Part A, Subpart 1, Section 1111 in a format and, to the extent practicable, in a language such parents understand.

Approved: June 29, 2009

Revised: November 16, 2015

LEGAL REF: MCL 380.1294 (PA 107 of 2004); 380.1295 (2001); MDE Recommended Parent/Guardian Involvement Policy, June 2004. *Elementary and Secondary Education Act of 1965*, as amended, Title 1, Part A; 20 U.S.C. 6301-6339, 6571-6578