Caledonia Community Schools
District Wide Parent/Guardian Involvement Policy
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icts must develop jointly with, annually evaluate with, and distribute to parents/guardians of Title I students (or, in the case of school wide programs, all students) a written parent/guardian involvement policy. The policy establishes the district's expectations for parent/guardian involvement, and describes how the district will involve parents/guardians in developing the district improvement plan and in reviewing school performance; provide support to assist Title I schools in planning and implementing effective parent/guardian involvement activities to improve student achievement; build the schools' and parents/guardians' capacity for strong involvement; and coordinate and integrate parent/guardian involvement strategies with other programs (e.g., Head Start, Reading First, etc.).

District Wide Parent/Guardian Involvement Policy

Caledonia Community Schools has developed and agreed upon this parent involvement policy in consultation with teachers, principals, program administrators, and parents/guardians/guardians of participating children.

Caledonia Community Schools welcomes the participation of parents/guardians in support of student learning and recognizes that parental involvement increases the opportunities for student success. It is the policy of Caledonia Community Schools to foster and maintain ongoing communications with parents/guardians concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of the children's schools. Caledonia Community Schools strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents/guardians can understand. To the extent practicable, Caledonia Community Schools shall provide full opportunities for the participation of parents/guardians with limited English proficiency, nts/guardians with disabilities and parents/guardians of migratory children, including providing information and school reports in a format and language such parents/guardians understand. Communications with parents/guardians shall, at all times, respect the privacy of students and their families.

It is the policy of Caledonia Community Schools to consult parents/guardians, teachers, principals and program administrators of federally funded programs in the development and revision of the district's consolidated application for federal funds and in the process of school review and improvement under the No Child Left Behind Act of 2001. The process of school review includes timely publication and dissemination of the results of its annual progress report to parents/guardians, teachers, principals, and the school community. It is the intent of Caledonia Community Schools that parents/guardians of participating children understand the process by which schools are identified for improvement, corrective action, or restructuring, and that parents/guardians of children attending such schools are provided promptly with information about the options available to them, including NCLB School Choice and Supplemental Educational Services (SES), if applicable.

Caledonia Community Schools will publish and disseminate to parents/guardians and to the public, information regarding any actions taken by the district to address the problems that led to the identification of a school for improvement, corrective action, or restructuring.

Caledonia Community Schools will notify parents/guardians of participating children at the beginning of each school year that they may request and the district will provide information on the professional qualifications of their child's classroom teachers and whether the child is provided services by professionals and, if so, their qualifications.

In order to build the capacity of schools and parents/guardians for strong parental performance, Caledonia Community Schools will:

1. Provide assistance to parents/guardians of children served by district, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, and how to monitor their child's progress and work with educators to improve the achievement of their children;

2. Provide materials and training to help parents/guardians to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

3. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of contributions or parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent programs, and build ties between parents/guardians and schools;

4. Ensure that information related to district and school parent programs, meetings, and other activities is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language the parents/guardians can understand; and
5. Provide such other reasonable support for parental involvement activities as parents/guardians may request; and

To the extent feasible and appropriate, Caledonia Community Schools coordinates and integrates parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for preschool Youngsters, and Parents/Guardians as Teachers Program and public preschool and other programs and conducts other activities, such as a parent resource center, that encourage and support parents/guardians in more fully participating in the education of their children.

To ensure the effectiveness of this parent involvement policy, Caledonia Community Schools conducts, with the involvement of parents/guardians, an annual evaluation of its parent involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents/guardians in activities authorized under NCLB. This evaluation will focus particular attention on parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Caledonia Community Schools will use the findings of this evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described herein.

It is the policy of the Caledonia Community Schools to involve parents/guardians in the activities by monitoring local schools to assure that participating schools:
1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents/guardians, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental policy and the joint development of the school wide program plan under Title I;

4. Provide parents/guardians of participating children:
    a. Timely information about programs under Title I;
    b. 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; and
    c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.

As a component of the school level parental involvement policy, each school served under this policy jointly develops a school-parent compact that outlines how parent, the entire school staff, and students share the responsibility for improved student academic achievement and the mans by which the school and parents/guardians will build and develop a partnership to help children achieve the State's high standards. These compacts, available in the local school office, shall:

1. 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 this policy to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children 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 their children and positive use of extracurricular time; and

2. Address the importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum –
    a. Parent-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;
    b. Frequent reports to parents/guardians on their children's progress; and
    c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.