



Title I Parent/Guardian Involvement Guidelines

Districts must develop jointly with, annually evaluate with, and distribute to parents/guardians of Title I students, written Parent/Guardian Involvement Guidelines. The guidelines establish the district's expectations for parent/guardian involvement, and describe how the district will involve parents/guardians in developing the district improvement plan, and in reviewing school performance; provide support 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

East Grand Rapids Public Schools (EGRPS) has developed and agreed upon the Parent/Guardian Involvement Guidelines in consultation with teachers, principals, program administrators, and parents/guardians of participating students. EGRPS encourages the participation of parents/guardians in support of student learning and recognizes that parental involvement increases the opportunities for student success. It is the expectation of EGRPS to foster and maintain ongoing communications with parents/guardians concerning their opportunities for involvement, their student's eligibility for special programs, their student's educational progress, the professional qualifications of their student's teachers, and the status of the student's school. EGRPS 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, EGRPS shall provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory students; 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 expectation of EGRPS 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 EGRPS that parents/guardians of participating students understand the process by which schools are identified for improvement, corrective action, or restructuring, and that parents/guardians of students 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.

EGRPS 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. EGRPS will notify parents/guardians of participating students at the beginning of each school year, that they may request, and the district will provide information, on the professional qualifications of their student's classroom teacher(s).

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

1. Provide assistance to parents/guardians of students 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 student's progress and work with educators to improve the achievement of their student; annual information meetings, conferences, district website, state websites, and family nights.

2. Provide materials and training to help parents/guardians work with their students to improve their achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; family nights, and formal/informal conferences.
3. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners. Implement and coordinate parent programs to 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 students in a format and, to the extent practicable, in a language the parents/guardians can understand; newsletters, report cards, progress reports, websites.
5. Provide such other reasonable support for parental involvement activities as parents/guardians may request, to the extent feasible and appropriate.

To ensure the effectiveness of the Parent/Guardian Involvement Guidelines, EGRPS conducts, with the involvement of parents/guardians, an annual evaluation of its Parent/Guardian Involvement Guidelines in improving the academic quality of the schools served, including identifying barriers to greater participation by parents/guardians in activities authorized under NCLB.

It is the intent of the East Grand Rapids Public Schools to involve parents/guardians in the activities of the middle school:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students 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, with funds provided by Title I.
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 Parent/Guardian Involvement Guidelines.
4. Provide parents/guardians of participating students:
 - 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. Info may be conveyed via annual information meeting, formal/informal conferences, and website.
 - 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 students and respond to any such suggestions as soon as practicably possible. Informal conferences upon request.

As a component of the school-level Parent/Guardian Involvement Guidelines, each school served under this jointly develops a school-parent/guardian compact that outlines how parents/guardians, the Title I school staff, and students 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 students 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 students served under these guidelines to meet the state's student academic achievement standards, and the ways in which each

parent/guardian will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their student's classroom; participating, as appropriate, in decisions relating to the education of their students and positive use of extracurricular time.

2. Address the importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - a. Parent-teacher conferences in the middle school, at least annually, during which the compact shall be discussed as the compact relates to the individual student's achievement
 - b. Frequent reports to parents/guardians on their student's progress
 - c. Reasonable access to staff