

Hudsonville Public Schools
Riley Street Middle School
2012-13
Parent Involvement Plan

The school has adopted a policy addressing the importance of parent involvement. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1118 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110).

Our parent involvement has been jointly developed with parents of children participating in our Title I targeted assistance program and reviewed annually with input from all stakeholders.

In the month of September, our annual Title I meeting is convened as a key component of our Back-to-School night kick off activities. Parents/students participating in our Title I targeted assistance program are personally invited and encouraged to attend. At this time, our Title I programs, services, and eligibility requirements are discussed in accordance with Section 1118 (c)(1).

The Family-School compact, jointly developed with parents and reviewed annually by our Parent Advisory Committee, is distributed and discussed at our annual meeting. Section 1118 (d)(1).

Riley Street Middle School considers parent involvement to be essential to planning, implementing, and evaluating school programs. Specific examples of parent involvement are as follows:

Assisting Parents in Understanding the State's content standards and assessments and how to monitor their child's progress

Staff will meet with parents during our Back to School Night to explain state standards, curriculum maps, common assessments, and discuss how to utilize PowerSchool to monitor their child's progress. Section 1118 (c)(4)(B) and Section 1118 (e)(1). Staff will be available throughout the school year to support parental understanding of common assessments, MEAP, and EXPLORE results. Section 1118 (c)(4)(A).

Provide materials and training to help parents work with their children

Weekly newsletter provides parenting tips and suggestions to parents on how to best work with their middle-level child. 6th grade/New Parent orientation provides a thorough parental training in areas of PowerSchool and the middle school grading policy. Section 1118 (e)(2).

Additional parent training in adolescent literacy and Holt on-line math support is provided during our bi-monthly parent advisory committee meetings. Section 1118 (d)(2)(C).

Collaboration

We continue to look for ways to integrate parent involvement programs and activities with local organizations. Our counseling department works closely with community resource agencies to support children/families.

Transition activities and meetings are coordinated with incoming students and out going students with respective elementary feeder schools and our Freshman Campus. It our goal to improve vertical conversation between our staff and receiving and sending school staff in an effort to better serve the students of our district. Section 1118 (e)(4).

Train staff to build effective parent involvement

Our staff continues to study the work of Joyce Epstein and her “Six Types of Involvement.” Parent communications, activities, and programs are aligned to Epstein’s model. Additionally, the staff has closely studied the work of Robert Marzano, and research based strategies. Specific attention has been paid to the “Homework & Practice” strategy and how it relates to Epstein’s theory on “Learning at Home.” Section 1118 (e)(3).

Parent-friendly communication

Information provided to parents is communicated in multiple languages (when appropriate) and includes a number of visuals that will deepen parental understanding of student data reports. Counseling staff, Title I staff, and classrooms teachers meet with and discuss MEAP parent reports, EXPLORE results, and academic progress with parents of Title I students when requested. Section 1118 (c)(4)(C).

Other reports, including Lexile progress reports and Delta Math Screener reports are provided three times per year to parents. In addition, RTI progress monitoring tools; including formative assessment results are made available to parents throughout the school year by classroom teachers. Section 1118 (d)(2)(B).

Additional reasonable parent support

Survey tools and feedback from members of the Parent Advisory Committee are used to identify topics and trainings that support our parents and their needs. The Parent Advisory Committee, made up of Title I and non Title I parents, meets four times per year with administration to plan, review, and improve our parent involvement policy and targeted assistance program. Section 1118 (c)(3).

Home visits are conducted by our Title I Family Support Coordinator, counselors, and administrator to further engage parents. Transportation is provided to parent-teacher conferences upon request. Section 1118 (c)(2).

Families of LEP and Students with Disabilities

Translation services are available through the district for enrollment and parent/teacher conference meetings. Bilingual staff communicate with parents with limited English speaking abilities in order to provide reasonable support in all areas of their child's education. IEP's and transition meetings are held to support/inform parents of student with disabilities about goal progress and respond to concerns. Section 1118 (e)(5), Section 1118 (e)(14), and Section 1118 (f).

Parents are viewed as partners and assist the staff in meeting annual school improvement goals. Parents are encouraged to serve on our School Improvement Team, Coordinated School Health Team, and Parent Advisory Committee. Parent surveys are used annually as a tool to measure our progress and to obtain information from parents regarding our academic program and school culture.

Our weekly newsletter provides parenting tips and focuses on educating parents on current issues facing the middle-level student. Parents are encouraged to attend school-level and district-level parent training sessions around the topics of character education, adolescent literacy, and bullying. Surveys are used to gauge parent interest in specific topics and to help plan future events.

Communication between the school and parent regarding student progress includes parent-teacher conferences, parent portal, progress reports, report cards, email notifications, phone conversations, good news postcards, and transition meetings.

Parent volunteers support the mission and vision of our school by assisting in a variety of areas. This includes but is not limited to: Science Olympiad coaches, Mom's in Touch, Office/Copy, field trip chaperones, concert organizers, student celebration planning, and Media Center Book Fair.

The Hudsonville Public Schools Instructional Model recognizes that student learning at home plays an important role. Staff is trained to provide meaningful homework and practice assignments that support daily learning goals. These activities and assignments provide students additional opportunities to practice learned skills and elaborate on their learning. Homework and practice activities should engage parents in what their child is learning but only require minimal parent support.

It is through the efforts listed above that Riley Street Middle school will enlist parents as partners and work in a collaborative culture to ensure a strong connection between the school, student, and parent.