

DISTRICT WIDE PARENTAL INVOLVEMENT



At Universal Learning Academy (preK-6th), we believe successful learning requires active participation and involvement in the school by parents and the community. To learn more about what research says about parent involvement in children's education, please visit Michigan Department of Education's website at www.michigan.gov/mde and select the Parents & Family link. You may also review the Parent Involvement Fact Sheet (pdf) by accessing the following URL:

http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

To ensure effective parent involvement, Universal Learning Academy has included the following as part of our school policy:

- ★ Training for parents on student learning goals, how to monitor progress, and how to help children.
- ★ Training for personnel on how to work with parents.
- ★ Coordination of parent involvement activities with preschool and other programs.
- ★ Appropriate roles for community-based organizations and businesses.
- ★ Information in language used at home.
- ★ Other reasonable support for parent involvement activities.
- ★ Parent-Student-Teacher compact jointly developed with parents of all participating children as a component of school policy in which the compact must:
 1. Outline shared responsibility for student achievement.
 2. Describe school responsibility for instruction and parent responsibility for support.
 3. Provide for ongoing communication between teacher and parent.

Our parental involvement policy also describes how Universal Learning Academy will:

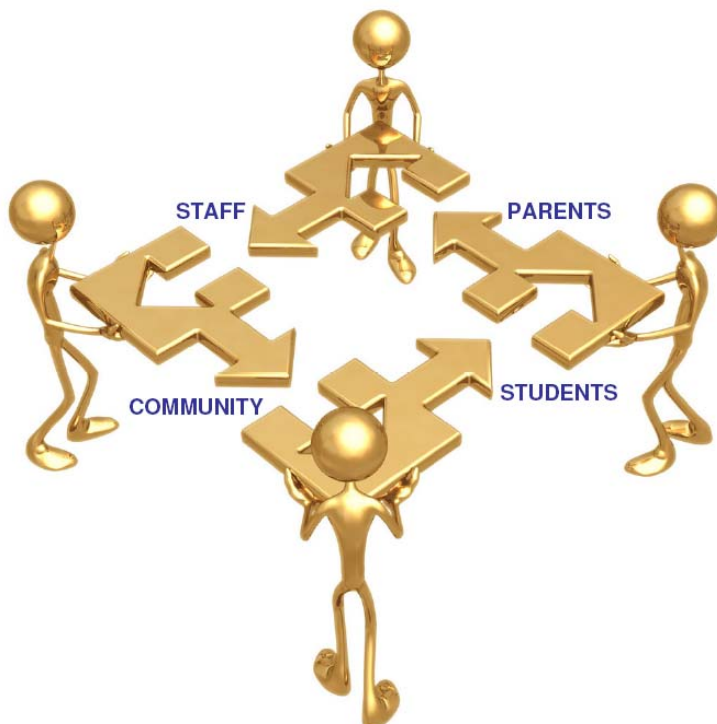
- ★ Hold annual meeting for parents of participating children.
- ★ Offer flexible number of meetings, such as meeting at different times.
- ★ Involve parents in program planning, review, and improvement.
- ★ Provide parents of participating children:
 1. Information about Title I program.
 2. School performance profiles and individual student results.
 3. Description of school curriculum, assessment, and proficiency levels.
 4. Opportunities to share experiences and make suggestions.
 5. Timely responses to suggestions.

As part of our District Wide improvement plan, Universal Learning's policy for parental involvement describes how we will:

- ★ Involve parents in development of local school district plan and process of school review and improvement.
- ★ Provide assistance to schools in planning and implementing parental involvement.
- ★ Build school and parent capacity for strong parental involvement.
- ★ Coordinate parental involvement strategies with other programs.
- ★ Conduct annual evaluation of parental involvement policy to:
 1. Determine effectiveness in increasing parent participation.
 2. Identify barriers to greater participation.
 3. Use evaluation findings for school improvement and policy revision.

Universal Learning Academy agrees to implement Epstein’s Framework of Six Types of Involvement and further build upon with implementing National Standards for Parent/Family Involvement Programs.¹

Epstein’s Framework	National Standards
1 – Parenting: Help all families establish home environments to support children as students.	Standard II – Parenting – Parenting skills are promoted and supported.
2 – Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress.	Standard I – Communicating – Communication between home and school is regular, two-way, and meaningful.
3 – Volunteering: Recruit and organize parent help and support.	Standard IV – Volunteering – Parents are welcome in the school, and their support and assistance are sought.
4 – Learning At Home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	Standard III – Student Learning – Parents plan an integral role in assisting student learning.
5 – Decision Making: Include parents in school decisions, developing parent leaders and representatives.	Standard V – School Decision Making and Advocacy – Parents are full partners in the decisions that affect children and families.
6 – Collaborating With Community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	Standards VI – Collaborating With Community – Community resources are used to strengthen schools, families, and student learning.



¹ Joyce L. Epstein, Ph.D., of the Center on School, Family, and Community Partnerships at Johns Hopkins University, National PTA created program standards of excellence.

PART I – GENERAL EXPECTATIONS

Universal Learning Academy agrees to implement the following statutory requirements:

- ★ We will put into operation programs, activities and procedures for the involvement of parents in all of our schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ★ Consistent with section 1118, we will work with our school(s) to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- ★ We will incorporate this district wide parental involvement policy into our LEA plan developed under section 1113 of the ESEA.
- ★ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, we will provide full opportunities for the participation of parents with limited English Proficiency (LEP/ELL), parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- ★ If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, we will submit any parent comments with the plan when submitting the plan to the Michigan Department of Education.
- ★ We will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- ★ We will be governed by the following statutory definition of parental involvement, and expect that our Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

 1. That parents play an integral role in assisting their child's learning;
 2. That parents are encouraged to be actively involved in their child's education at school;
 3. That parents are full partners in their child's education and are include, as appropriate, in decision-making and on advisory committed to assist in the education of their child;
 4. The carrying out of other activities, such as those described in section 1118 of the ESEA.
- ★ We will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.




PART II – DISTRICT IMPLEMENTATION OF REQUIRED COMPONENTS

Universal Learning Academy will take the following actions to involve parents in the joint development of its district wide parental involvement plan and in the process of school review and improvement under sections 1112 & 1116 of the ESEA:

- ✦ Continue to maintain open-door policy for ongoing two-way communication with parents.
- ✦ Continue to involve parents in district school improvement teams, committees and processes including the PTA parent organization with a maintained focus on the design, implementation and evaluation of the school improvement plan.
- ✦ Continue to use PowerSchool to manage student data including parent/guardian information for the purpose of facilitating a network to link all families with parent representatives.

Universal Learning Academy will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- ✦ Continue to communicate with and facilitate training/mentoring to school officials, staff, and school improvement team members (including parents and community members) of requirements for involving parents in development of local school district plan and process of school review and improvement through the Compliance Office & Superintendent's Office. 
- ✦ Continue to provide assistance to schools in planning and implementing parental involvement as facilitated by a centralized Compliance Office & Superintendent's Office.
- ✦ Continue to build school and parent capacity for strong parental involvement through district wide school improvement processes.
- ✦ Continue to coordinate parental involvement strategies with other programs utilizing a comprehensive district wide improvement plan for all programs facilitated by a centralized Compliance Office & Superintendent's Office.
- ✦ Continue to conduct annual evaluation of parental involvement policy utilizing the district wide comprehensive needs analysis and school improvement processes to determine the effectiveness in increasing parent participation, identify barriers to greater participation, and use evaluation findings for school improvement and policy revision to promote increased parental involvement facilitated by a centralized Compliance Office & Superintendent's Office.

Universal Learning Academy will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Great Start Readiness Program (GSRP), International Baccalaureate (IB) Middle Years Program (MYP), and other District Programs identified as having parental involvement strategies:

- ✦ Continue to coordinate and integrate parental involvement strategies for all district programs facilitated by a centralized Compliance Office & Superintendent's Office.

Universal Learning Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of our Title I, Part A school(s). The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency (LEP/ELL), have limited literacy, or are of any racial or ethnic minority background). We will use the findings of the evaluation about our parental involvement, and to revise, if necessary (and with the involvement of parents) our parental involvement policies:

- ★ Continue to utilize district wide comprehensive needs assessment and school improvement processes as facilitated by the centralized Compliance Office & Superintendent's Office to annual review the content and effectiveness of this parental involvement policy.
- ★ Continue to include data regarding possible identified barriers to greater participation by parents in parental involvement activities disaggregated by Economically Disadvantaged, Gender, Ethnicity, Students with Disabilities, English Language Learner (ELL/LEP), and Limited Literacy (parents of ELL/LEP students) populations as part of the district wide comprehensive needs assessment completed by district wide school improvement team members including staff, parents, students and community members.
- ★ Continue to use PowerSchool as our student data management system in addition to tracking of parental involvement utilizing the Log Entry function to track participation by student/family in which each school Principal is responsible for ensuring staff are trained on PowerSchool use and the monitoring of use is reviewed at least monthly as well as ensuring data integrity for end of year analysis by centralized Compliance Office & Superintendent's Office to inform district wide comprehensive needs analysis and school improvement plan with review by all key stakeholders including staff, parents, students and community members.



Universal Learning Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- ★ We will, with the assistance of our Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 1. the State's academic content standards,
 2. the State's student academic achievement standards,
 3. the State and local academic assessments including alternate assessments,
 4. the requirements of Part A
 5. how to monitor their child's progress, and
 6. how to work with educators

Universal Learning Academy will, with the assistance of our schools and parents, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement & educate our teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- ★ Continue to implement district wide school improvement processes to determine the training needs for staff, parents and students.
- ★ Continue to offer ongoing training per needs and include in the district wide school improvement plan.
- ★ Continue to evaluate effectiveness of training as related to increase in parental involvement and continued improvement in student assessment results using district wide comprehensive needs analysis and school improvement processes as facilitated by Compliance Office & Superintendent's Office.
- ★ Provide assistance in the form of monthly newsletters from the Compliance Office, quarterly school newsletters, distribution of informational brochures, quarterly workshops with learning opportunities that are ongoing and accommodate to the needs

of parents with flexible scheduling and translation/translators paying particular attention to those parents most at need as determined by the district wide comprehensive needs analysis and school improvement teams which includes participation of staff, parents, students and community members.

- ✦ Continue to use PowerSchool as our student data management system collecting parent data in order to facilitate a network to link all families with parent representatives.

Universal Learning Academy will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with local early childhood programs, public preschools and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- ✦ Continue to collaborate with and keep open communication with local programs.
- ✦ Continue to provide information for students and families on community health, cultural, recreational, social support, and other programs/services in the form of informative brochures, fliers, announcements and/or school websites.
- ✦ Continue to provide information on activities that link to learning skills and talents, including summer programs for students in the form of informative brochures, fliers, announcements and/or school websites.
- ✦ Continue to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development starting with our school parents and organizations they may already be affiliated with and continuing to out reach to local organizations.

Universal Learning Academy will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- ✦ Continue to maintain exemplary status on School Improvement Framework (SIF) strands according to rubric in our communications with parents.
- ✦ Continue to offer translations to written communications to parents.
- ✦ Continue to offer translator availability at meetings/conferences and phone follow-up.

PART III – DISCRETIONARY COMPONENTS



Universal Learning Academy's district wide Parental Involvement Policy includes the following discretionary activities that our school district, in consultation with our parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement aligned to such activities listed under section 1118(2) of the ESEA:

- ✦ Involving qualified parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training in the form of mentoring and/or workshops as approved through the Compliance & Superintendent's Offices.
- ✦ Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training with a focus on parents of at-risk students and/or high priority student populations as aligned to the district wide school improvement plan and approved as part of the consolidated application.
- ✦ Training qualified parents to enhance the involvement of other parents through their involvement in school improvement committees.
- ✦ As aligned to rubric requirements of Exemplary status on the SIF and in order to maximize parental involvement and participation in their children's education, arranging

school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school by providing information in regards to State requirements for obtaining a MI Driver's License and bilingual accommodations for self-transportation.

- ✦ Utilizing district wide school improvement processes which include the involvement of parents in adopting and implementing model approaches to improving parental involvement by providing information in regards to requirements for NCLB "scientifically" based research and access to tools/resources to research adoption and implementation of model approaches at the school.
- ✦ Establish a district wide parent advisory council facilitated by the Superintendent's office to provide advice on all matters related to parental involvement in Title I, Part A programs in addition to school improvement team committee participation as facilitated by the Compliance Office throughout the school year.
- ✦ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities including orientation to school background information and programs/services/policies, criminal background checks for regular volunteers, and community-based organization and/or business agreement/form outlining roles and shared responsibilities.
- ✦ Providing other reasonable support for parental involvement activities under section 1118 as parents may request and aligned to the school improvement plan in implementing Epstein's Framework of Six Types of Involvement & National Standards for Parent/Family Involvement.

Part IV – ADOPTION

This district wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the following:

- ✦ Annual Review of policy as part of school improvement processes including parental involvement in school improvement team.
- ✦ Electronic communications in review/feedback on changes.
- ✦ Signatures indicating review/involvement.

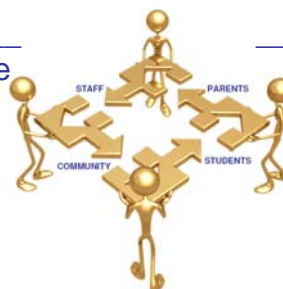
This policy will continue to be adopted by the Universal Learning Academy Board of Directors with initial adoption at the August 2009 meeting and has been approved by the 2008-09 district wide school improvement team including key stakeholder members (staff, parents, students, community) with annual review during 2009-10 and will be in effect for the period of July 1, 2010 through June 30, 2011. Universal Learning Academy will distribute this policy to all parents of participating Title I, Part A children within 15 school days of enrollment for new students, include in the parent-student handbook for all parents/students annually as well as include in presentations during our annual meetings by no later than October 1st annually.



Leila Hamade, Director of Compliance

07.09.2009

Date of Assurance



NCLB School-Parent Compact 2010-11²

At Universal Learning Academy, we believe student academic achievement is a shared responsibility for all staff, parents, students and school community members. As a school-wide Title I school, parents have participated in the development and design of this compact to reflect the needs and culture of the home of the students and is evaluated regularly for effectiveness as part of our continuous improvement processes. This compact outlines the means by which the school and parents will build and develop a partnership to help provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet MI academic achievement standards and is aligned to our district-wide school improvement plan goals.

School Administrator(s)/Staff will . . .

- ★ serve as role models to fellow staff, parents, students and school community members adhering to the Michigan Professional Educator's Code of Ethics³;
- ★ provide assistance to parents, as appropriate, in understanding such topics as the State's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student;
- ★ provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement;
- ★ ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format and, to the extent possible, in a language the parents can understand;
- ★ provide such other reasonable support for parental involvement activities as parents may request;
- ★ provide access to educational resources for parents to use together with their students;
- ★ continue to communicate the importance of parental involvement and continuous communication at minimum between students, parents and teachers by continuing to require 20 parent-volunteer hours annually per family to facilitate increasing parental involvement and implementation of Parental Involvement Policy.

Teacher(s) will . . .

- ★ assist administration in facilitating and implementing the Title I Parental Involvement policy and parent involvement activities;
- ★ serve as role models to fellow staff, parents, students and school community members adhering to the Michigan Professional Educator's Code of Ethics;
- ★ advise parents of their student's progress on a regular basis;
- ★ be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education;
- ★ provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities;
- ★ create a partnership with every family in my class making sure all students get help as soon as it's needed including recommendations for attendance to tutorial programs (Summer, During, After);
- ★ explain my approaches to teaching, expectations, and grading system to students and their families from the start with updates/reminders as needed throughout the school year;
- ★ continually work on teaching strategies so that we can successfully teach all children in our class(es);
- ★ assign work that is relevant and interesting and to the best of our ability, collaborate with other teachers so we do not issue too much homework at once and may create shared, cross-curricular assignments;
- ★ make sure students understand the assignment and what they'll learn from it, and grade it promptly.

² Components adapted from NCLB School-Parent Compact Action Guide, MA Department of Elem & Sec Ed Sample, Cherry Creek School District No. 5 (Englewood, CO) Compact

³ http://www.michigan.gov/documents/Code_of_Ethics_Layout_128009_7.pdf

Student(s) will . . .

- ★ let my teacher and family know if I need help;
- ★ serve as role models to fellow students striving to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced & reflective⁴;
- ★ work on my targeted skills for my High Priority/Gap areas at home using the materials my teacher sends home;
- ★ write down assignments, do my homework every day, and turn it in when it's due;
- ★ keep a journal/log of my progress on my High Priority/Gap areas to help me lead quarterly parent-teacher conferences and make improvements before each marking period ends;
- ★ give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Parent/Guardian(s) will . . .

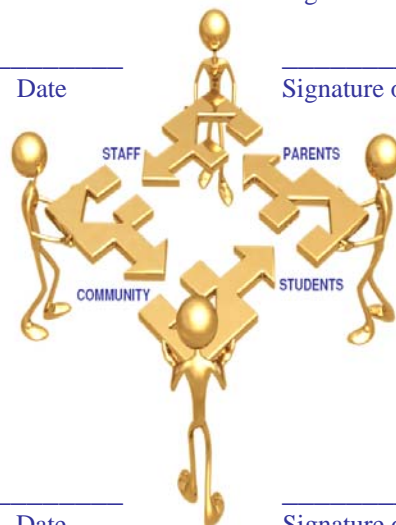
- ★ support their child's learning at home by monitoring attendance, completion of homework, television watching/internet usage and encouraging positive use of extracurricular time;
- ★ serve as role models to fellow parents and students striving to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced & reflective;
- ★ volunteer in the classroom and participate, as appropriate, in decisions related to their child's education and school activities on a regular basis;
- ★ actively communicate with school staff regarding their child's needs and circumstances including letting the teacher know if their child has any problems with learning;
- ★ be aware of and follow rules and regulations of the school and school district;
- ★ staying informed about their child's education and communicating with the school by promptly reading all notices from the school or school district either received by their child or by mail and responding, as appropriate;
- ★ serve, to the extent possible, on policy advisory groups such as being a member of and/or participating in School Improvement Team activities; Parent Teacher Organization and/or other committees as requested;
- ★ use High Priority/Gap areas materials the school sends home each week to help my child including participating in reading activities with their child at least once a week;
- ★ help my child see how to use what is learned in school to pursue his/her interests and goals.

_____/_____
Signature of School Teacher / Date

_____/_____
Signature of Parent/Guardian(s) / Date

_____/_____
Signature of School Teacher / Date

_____/_____
Signature of Parent/Guardian(s) / Date



_____/_____
Signature of School Representative / Date

_____/_____
Signature of Student / Date

⁴ <http://www.ibo.org/programmes/profile/documents/Learnerprofileguide.pdf>