



Calhoun Community High School

15 Arbor Street

Battle Creek, MI 49015

(269) 565-4782; (269) 565-4784 (Fax)

<http://calhounhs.org>

APPROVED BY THE BATTLE CREEK AREA
LEARNING CENTER BOARD OF DIRECTORS

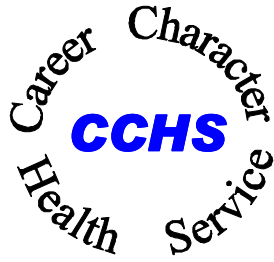
June 13, 2011 _____ (Dave Stubbs, Board Secretary)

(Title I Audit response issue)

Calhoun Community High School Parent Involvement Plan

1. **Purpose:** This plan implements the provisions of Section 1118 of the Elementary and Secondary Education Act (No Child Left Behind) at Calhoun Community High School (CCHS). It incorporates nearly two decades of research which indicates that student success is directly related to parental involvement, family engagement and community partnerships at the school-level. Each of these areas will be addressed in an Action Plan for School Year 2011-2012.
2. **Process:** Based on research (Epstein, *School, Family, and Community Partnerships* 2002, Corwin Press, Inc.), there are six (6) keys to successful School, Family and Community Partnerships. CCHS has adopted these 6 keys in developing this Parent Involvement Plan. These six keys are:
 - a. **Parenting:** Assisting families with parenting and child-rearing skills, understanding adolescent development, and setting home conditions that support children as students at the high school level. Assist schools in understanding families.
 - b. **Communicating:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
 - c. **Volunteering:** Improve recruitment, training work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
 - d. **Learning at Home:** Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.
 - e. **Decision Making:** Include families as participants in school decisions, governance, and advocacy through advisory councils, committees, action teams and other parent-based organizations.
 - f. **Collaborating with Community:** Coordinate community resources and services for students, families and the school with businesses, agencies and other groups, and provide services to the community.

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Implementation of these 6 keys will follow the following guidelines:

- ✓ **Parenting:**
 - Information must be provided to all families, not just the ones who attend activities at the school
 - Families must be encouraged to share information with the school about their family background, culture, children's talents, goals, needs, etc. There must be an accompanying vehicle(s) for them to accomplish this.
 - Information provided about parenting must be age-appropriate, usable, and linked to children's success
- ✓ **Communicating:**
 - Memos, notices, and other print and non-print communications must be clear and understandable for all families.
 - Accommodations must be made for non-English speaking families, families with reading difficulties, etc.
 - Obtaining ideas from families on how to improve design/content of major communications like newsletters, report cards and conference schedules is an on-going process. There must be an accompanying vehicle(s) to permit this exchange of information.
 - An easy two-way channel of communications must be established to facilitate communication with school-to-home and home-to-school.
- ✓ **Volunteering:**
 - Volunteers have to be recruited widely. Varied talents must be sought and families have to know that their efforts in this regards are very much appreciated.
 - Schedules have to be flexible in order to accommodate work schedule of volunteers.
 - Time and talents have to be matched to school needs. Volunteers must be trained.
 - Volunteers should be recognized for their assistance.
- ✓ **Learning at Home:**
 - Design, coordinate between teachers and home and implement interactive homework in which students must interact with their families in order to accomplish a homework assignment.

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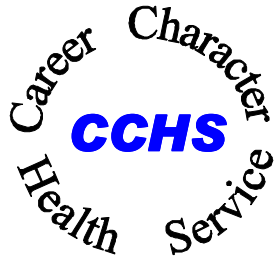
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- Involve families and students in all important curriculum-related decisions.
 - ✓ **Decision Making:**
 - Parent leaders from all racial, ethnic, socioeconomic and other groups that make up the school population must be included in the Decision Making process
 - Parent leaders must be trained as to how to best represent other families within the school.
 - Student representatives along with parents should serve on Decision Making committees.
 - ✓ **Collaborating with the Community:**
 - Match business, community volunteers & resources with school goals
 - Solve "turf" problems (roles, responsibilities, funding, locations) for collaborative activities
 - Inform all families & students about community programs and services
 - Insure equal access to services and programs for all students and families.
- 3. STRUCTURE:** CCHS wants to put in place a single structured plan that accomplishes the parent involvement requirements of Title I, at-risk students (Sec 31a), RAP (Special Ed), the CCHS School Improvement Plan, Process/Mentor Training and the requirements of any other state/federal agency that may place requirements on local school districts.
- a.** Ideally the structured plan will allow for and, in fact, enable cross-communication between all stakeholders including, but not strictly limited to, teachers, parents, students, administrators, school boards and community partners
 - b.** The plan will include a long-range 3-year vision for parent involvement and a one-year Action Plan
 - i.** The lynch-pin of the CCHS Parent Involvement Plan is the Parent/Student Advisory Group
- 4.** Below are some best practices, listed under each key, that are meant to be suggestions for the PSAG as it develops both its 3-year vision and its one-year action plan.

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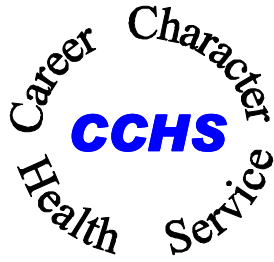
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- a. **Parenting—These practices should assist families with parenting skills, setting home conditions to support children as students and assist schools to understand families.**
 - i. Workshops—one (1) per quarter. Subject of each to be determined by Parent/Student Advisory Group (PSAG).
 - ii. The PSAG will consider results of parent surveys which they have developed as well as the results of student surveys as sources of information in determining the focus of each Workshop.
- b. **Communicating—These practices should promote effective communications from school to home and from home to school about programs and student progress.**
 - i. A conference between each student/parent and school administrator/counselor should be held once each school year with follow ups as necessary.
 - ii. Language translators will be available to assist school staff and families as necessary
 - iii. Quarterly, effective newsletters including information about school events, student activities, and parents' questions, reactions and suggestions.
 - iv. A complete and comprehensive Student Handbook for each student and his/her family will be given to each new student or to each student when the Student Handbook is updated.
 - v. Clear information about selecting courses, programs and activities within schools.
 1. Before enrolling the student in the school
 2. Continuous after enrollment (quarterly)
 - vi. An annual survey of students to determine their reactions to courses, instruction and how well the school is meeting their needs
 - vii. An annual survey of parents to determine parent reaction to instruction and the school's accommodation of the family's needs
 - viii. Annual staff training on the need for effective communication in a Title I and training on how to effectively communicate with parents with emphasis on nuances that may be required when communicating with the parents of a Title I student.

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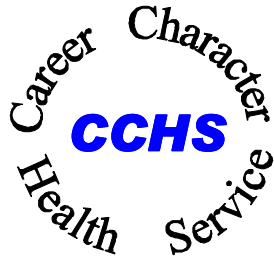
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- c. **Volunteering—These practices should organize parents into groups that effectively serve and support the school and its students**
 - i. Keep one parent of a present or past student on the school board. If this option fails then try to identify a former student, who is now an adult, to serve on the school board.
 - ii. Organize and facilitate a Parent/Student Advisory Committee
 - 1. Identify ways that volunteers can serve the school/ students
 - 2. Assist in the recruitment of volunteers for specific purposes.
 - iii. Develop a Volunteer Plan based on recommendations by the Parent/Student Advisory Group
 - iv. Train staff on importance volunteers can make in the success of a school.
 - v. Involve staff with working with volunteers
- d. **Learning at Home—These practices should involve families with their students in curriculum-related activities and decisions**
 - i. In a Title I school such as ours, this may be the toughest Key for which to derive effective practices.
 - ii. Parent/Student Advisory Group should look at this issue, review student and parent surveys and make recommendations
 - iii. Staff should be trained in the importance of interactive homework that requires students to demonstrate and discuss with families what they are learning in class
 - iv. Each teacher should include an interactive homework assignment in each class taught each quarter.
- e. **Decision Making—These practices should involve parents & students as participants in school decisions**
 - i. Parent/Student Advisory Group sets an Action Plan with goals for the year
 - ii. Parent/Student Advisory Group communicates its plan and the results of its plan each year
 - iii. Parent/Student Advisory Group constantly looks for ways to better communicate important school decisions to parents and students alike
- f. **Collaborating with the Community—These practices should coordinate resources from the community for families, students and the school as well as determine ways in which the school can provide services to the community**
 - i. Provide information to students and families on health, cultural, recreational, social support and other programs or services that can benefit families

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- ii. Develop business partnerships that lead to school visitations, internships, employment, etc.
- iii. School-based service projects that not only involve students, but their parents as well



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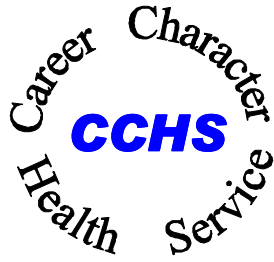
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THE PARENT/STUDENT ADVISORY GROUP'S COMPOSITION, ROLES & RESPONSIBILITIES

1. The Director, CCHS will create a Parent/Student Advisory Group (PSAG) whose purpose is to create a vision and action plans that will increase family and community involvement in the school consistent with the Battle Creek Area Learning Center's School Board's goals.
2. The PSAG does not supplant the Battle Creek Area Learning Center Board of Directors nor does it have the ability to allocate school resources. However, the PSAG does augment the School's Board by:
 - A. Providing an organizing body to improve parent/student/community involvement in the life of CCHS
 - B. On behalf of the School Board, the PSAG annually reviews this plan and the Student/Parent/Teacher/Administrator Compact. The PSAG recommends to the Director changes it feels are necessary. The Director then makes the Board aware of changes that have been adopted or declined
 - C. Providing a source of information to the Board regarding barriers to parent/student/community involvement in the life of CCHS
 - i. Identifying and recommending to the Director/School Board what school resources should be allocated to removing barriers to parent/student/community involvement in the life of CCHS
 - ii. Providing a source of information and data showing the effectiveness of programs designed to improve parent/student/community involvement in the life of CCHS
 - D. The PSAG will be organized as follows:
 - i. 5 to 7 parents of students who currently are attending or who have graduated from CCHS. Parents should be asked to participate on the PSAG from all stakeholders in the school community. This includes but is not limited to:
 - a. Parents of students who are afforded Special Education opportunities
 - b. Parents of students from differing gender, cultural and/or racial backgrounds as represented in the school's student population
 - c. 1 to 2 members of the Instructional Leadership Team who will also be members of the PSAG.

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- d. 1 sitting member of the School Board to participate on the PSAG.
 - e. 1 to 2 members of Student Government
 - f. 2 Representatives from community partnership organizations
 - g. The Director, CCHS will chair the PSAG
- E. The Parent/Student Advisory Group will meet on a quarterly basis as follows:
- i. First Quarter Meeting will occur in the July/August time frame and will focus on:
 - a. Establishing a 3-year vision that contains:
 - a. At least 1 Academic Goal
 - b. At least 1 Non-Academic Goal
 - c. At least 1 Partnership Goal
 - d. A Template is provided for the Parent/Student Advisory Group to record their 3-year vision and associated goals to fulfill that vision
 - ii. Developing a 1-year action plans that accomplish at least one of the above goals. The 1-Year Action Plan must be in place by 1 October of each School Year. It must:
 - a. Identify the activity(ies) that move toward accomplishing the selected goal (s)
 - b. Identify who is responsible for implementation
 - c. Identify targeted populations e.g. Title I, Section 31a (at-risk), Special Education, etc.
 - d. Identify school resources that may be required for implementation and, through the Director, determine if resources are available.
 - e. Describe when and how the team will evaluate the progress
 - f. A 1-Year Action Plan Template is provided and must be completed by members of the PSAG for each goal undertaken in the course of a school year.
 - g. Attempt to provide regular quarterly events/workshops/etc for parents and students alike that will stimulate parent involvement in the school.
 - iii. Second, Third and Fourth Quarter Meetings will examine data collected around activities and determine effectiveness toward meeting selected goals for the year. Adjustments to activities will be made based on data assessment and PSAG recommendations.
 - iv. Fourth Quarter meeting will accomplish the following:
 - a. Answer the question "Based on data, does the PSAG believe that the goal(s) selected for the year was/were met?" A template is provided for the

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Parent/Student Advisory Group to record their majority opinion on the effectiveness of each activity aimed at satisfying a goal.

- b. Look at 3-year vision and adjust and/or add at least one goal to the vision
- c. Select a goal (s) for the upcoming year
- v. Reporting Out:
 - a. CCHS will conduct an Open House just prior to the opening of school each year or just after the opening of school. New and returning students and their parents will be invited to attend. CCHS will consider holding a special event to draw students and parents to the Open House, e.g., a free spaghetti dinner, a chance to win a prize, etc.
 - b. The PSAG will make a presentation to parents attending the Open House in which they lay out plans for the year.
 - c. The PSAG will make an end-of-year presentation at the 4th Quarter Parent/Student Conference on progress toward achieving the 1-Year Action Plan's Goals it had set for the year. The PSAG will use this forum to gather ideas for the next school year and to seek new membership.
 - d. The PSAG will make an end-of-the-year report to the Battle Creek Area Learning Center's School Board regarding progress toward achieving the 1-Year Action Plan's Goal(s). The report will include, but is not limited to:
 - 1) Progress toward the 1-Year Action Plans Goals
 - 2) Suggestions derived from the 4th Quarter report to parents
 - 3) Numbers of Title I, Section 31a, Special Education students and parents served by the 1-Year Action Plan