

Parent and Family Engagement Policy:
Michigan International Prep School

GENERAL EXPECTATIONS

Introduction

Parent and family involvement and engagement are critical to the success of Michigan International Prep School and integral to improving student academic achievement. Parents play an active role in the learning process, providing input and communicating regularly with teachers. Our mentors are in regular communication with our students and families. This service, along with our digital tools, provide parents transparency into their student's academic performance on a day-to-day basis.

This document explains how Michigan International Prep School will put into operation programs, activities, and procedures for involving parents in its Title I, Part A programs, consistent with Section 1010 of the Every Student Succeeds Act (ESSA). Those programs, activities, and procedures are planned and operated with meaningful consultation with parents of participating students consistent with Section 1010(D) of the ESSA. This document also explains how the school provides opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children to participate. The school provides information and school reports required under the ESSA in an understandable and uniform format (including alternative formats upon request) and, to the extent practicable, in a language parents understand. The school involves parents of students served by the Title I, Part A program in decisions about how Title I, Part A funds reserved for parent involvement are spent.

If the plan for Title I, Part A, developed under Section 1006 of the ESSA, is not satisfactory to the parents of participating students, the school will submit any parent comments with the plan when the school submits the plan to the Michigan Department of Public Instruction.

Accompanying this Parent and Family Engagement Policy is Michigan International Prep School's *School-Parent Compact*.

A Description of How Michigan International Prep School Will Implement Required Parent and Family Engagement Policy Components

Michigan International Prep School builds the school's and parent's capacity for strong parent involvement. This ensures effective involvement of parents and supports a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described herein.

- 1. Michigan International Prep School provides assistance to parents in understanding topics such as Michigan's academic content and academic achievement standards, state and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators. The school provides materials and training to help parents work with their student to improve their student's academic achievement and using technology, as appropriate, to foster parent involvement.**
 - During the school year, teachers and parents communicate regularly via email and telephone. Teachers formally conference with students and/or parents regularly. For example, teacher mentors will be in contact with parents a minimum of twice per month

if the student is performing well and weekly if the student is behind. In addition, parents are directly involved in checking daily student work for completeness and may view student grades and other progress indicators in real time.

- Parents have the opportunity to be intimately familiar with their students' progress on a day-to-day basis. Parents are provided with frequent reports on their student's progress. For students who are struggling, school staff meet continuously to develop an intervention plan (RtI) that directly involves the student's parent.
- Michigan International Prep School provides ongoing training and support to help parents carry out their important role while making optimum use of the available technology tools and professional teacher support. Parents will also be given information regarding who to call for specific concerns they may have or to obtain specific information about our program and/or services.
- Michigan International Prep School is in constant communication with our students and their families. If there are academic concerns, the student's mentor teacher contacts parents and includes other teaching or administrative staff as needed. The call focuses on the student's performance and what actions need to occur to get the student back on-track.
- Parents will be asked to contribute to a survey which includes curriculum, instruction, support services, communication, administration, student progress, etc. This survey will be conducted at the end of the school year. Parents can help plan special events, field trips, and educational outings. Finally, as MIPS develops its strategic plan, we will seek members from our parent groups, local business leaders, community leaders, and staff at each learning center location. This plan will be reviewed annually for progress made and accountability to our strategic planning committee.

2. Michigan International Prep School involves the entire school staff, parents, and students in the joint development of its Parent and Family Engagement Policy and School-Parent Compact for improved student academic achievement under Section 1006 of the ESSA and to build and develop a partnership with parents in the process of school review and improvement to help children achieve Michigan's high standards under Section 1010 of the ESSA.

At least one meeting is held annually, with the option to participate via telephone or Live Learning session, to discuss the Parent and Family Engagement Policy and School-Parent Compact. Further feedback is solicited through multiple avenues, including email, field trips, back to school activities, and other parent-oriented activities. As mentioned earlier, parents are asked to contribute to a survey which includes curriculum, instruction, support services, communication, administration, student progress, etc. This survey will be conducted at the end of the school year.

3. Evaluation of the Parent and Family Engagement Policy and School-Parent Compact

Michigan International Prep School conducts an annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving the quality of its Title I, Part A plan. The evaluation will occur during the annual Title I Parent Meeting as well as during the two annual Title I Planning Committee meetings. The goal will be to identify barriers to

greater participation by parents in parent involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of these evaluations in concert with its internal surveys and planning/evaluation processes to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parent involvement policies.

4. Michigan International Prep School educates its teachers, administrators, and other staff on how to reach out to, communicate with, and work with parents as equal partners; on the value and utility of contributions of parents; and on how to implement and coordinate parent programs and build ties between parents and schools.

Michigan International Prep School is committed to providing high-quality and ongoing professional development for both parents and staff to improve instruction and drive toward proficiency on academic standards. Michigan International Prep School provides teacher training and professional development programs to equip teachers with the following:

- A working knowledge of the MIPS curricular options.
- How to communicate and work effectively with parents/families.
- How to utilize and navigate the tools in the various curricular platforms and PowerSchool.
- How to develop personalized learning plans and individualize instructional programs, including communicating with parents regarding instruction.
- Review of the different forms of assessment and how to utilize test results to guide instruction.
- Knowledge of school processes and policies.
- How staff and teachers work collaboratively in the best interest of each student.

5. Michigan International Prep School ensures that information related to the school and parent - programs, meetings, and other activities, is sent to the parents of all participating children, including parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format and language parents can understand (including alternative formats upon request) and, to the extent practicable, in a language the parents can understand.

- Michigan International Prep School makes effective use of all available technologies to distribute information to parents.
- In addition, parents are encouraged to set up conferences to discuss their student's performance.
- Certain critical communications may also be provided in print format. For example, official communications from the school about compliance or discipline issues are also provided via hard-copy mail.
- The school also develops and makes available, via the school's website, a school handbook that details all policies and procedures specific to the school. Translation of materials or availability of materials in other formats (e.g., for those who have difficulty with their vision) are made available upon request.

6. Michigan International Prep School builds the schools' and parent's capacity for strong parent involvement 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.

The success MIPS' students have in each phase of the process is directly related to the communication that the parents receive and by ensuring that the parent/guardian and student completely understand the process. We will build a caring relationship with students and parents from the very beginning. Each student will have a staff member that will meet with him or her and parents or guardians to develop their educational plan and assign them a mentor teacher. This is also a time for the team to orient the student and parent/guardian regarding our support services, learning opportunities, and expectations. This will include an overview of the educational opportunities that MIPS offers. A sample of the information we will provide in print and on our web site includes:

- All curricular options
- Diagnostic testing
- Special education services
- Dual enrollment offerings
- Student Handbook of policies and rules
- School calendar
- Community based learning opportunities
- Learning Lab Support
- Role of the Mentor Teacher

Some of the additional strategies we utilize in engaging our parents/guardians in the education of their student include:

- New students will be asked to attend the first orientation session that is conducted by the mentor teacher. During the orientation session, the parents can and will learn every detail of how their child will be successful. The parents will also be given information regarding who to call for specific concerns they may have or to obtain specific information about our program and/or services.
- Parents will be involved in the planning of their student's education with his/her team led by the teacher mentor. This mandatory planning occurs after enrollment and prior to the start of classes. This includes the communication plan, the Educational Development Plan, the support plan, and making them aware of all we offer including field trip opportunities, social events, and educational outings. The mentor will give the parents/guardians opportunities to help chaperone and participate in the field trips, educational outings, and social events.
- Teacher mentors will be in contact with students and parents a minimum of twice per month if the student is performing well and weekly if the student is behind.
- Parents will be asked to contribute to a survey which includes curriculum, instruction, support services, communication, administration, student progress, etc. This survey will be conducted at the end of the school year.
- As we develop our strategic plan, we will seek members from our parent groups, local business leaders, community leaders, and staff at each learning center location. This plan will be reviewed annually for progress made and accountability to our strategic planning committee.

As a virtual learning school, Michigan International Prep School is able to use technology and the working partnership between parents and the school staff to facilitate the full participation of parents who might otherwise face barriers to involvement. For example, parents with disabilities who might otherwise find it difficult to participate in their child's brick-and-mortar classroom can readily interact through our online tools and resources. All physical sites are ADA-compliant. Michigan International Prep School makes every effort to provide information in an

understandable language and format so that parents can actively participate in their student's schooling.

7. Michigan International Prep School provides parents of students receiving Title I services reasonable access to staff and opportunities to volunteer, participate, and observe their child's classroom. The school also provides other reasonable support for parent involvement activities as parents may request.

- Students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings. Teachers use the telephone quite extensively in communicating with students and parents.
- MIPS communicates with students and families via an email system designed for targeted use and pertinent school communications
- Other examples of support to be provided for parent involvement activities include, but are not limited to: providing multiple ways to attend meetings (face-to-face, phone, Live Learning sessions, and recordings), translating materials upon request, and holding one-on-one meetings and so forth.

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