



PARENTAL INVOLVEMENT AT OXFORD MIDDLE SCHOOL

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student’s parents/guardians (“parent”). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

PARENTAL INVOLVEMENT PLAN FOR OXFORD MIDDLE SCHOOL

The Parent Involvement Plan for the District and the Middle School will include, among others, the following strategies:

- An Annual Report is presented each year for public review. Standardized test results are reviewed and sent home to parents. Educational Development Plans are created for each 7th and 8th Grade student detailing a student’s projected career focus, educational outcomes, and course requests for the student’s four years of high school.
- The Parent Involvement Plan will be sent home each year in the student handbook.
- Results of student assessments are provided regularly through a variety of channels:

Student Assessment:

Frequency of Communication:

M-Step	Results sent to parents (upon receipt)
Classroom Performance	Quarterly Report Cards, Conferences
Power School Gradebook	Updated almost daily
IEP’s-Special Education	Quarterly, Annually, Every Three Years
Parent Teacher Conferences	November, March
Local assessment	Results sent to parents (upon receipt)

- Parent Teacher Conferences are scheduled during the fall and in the spring. Those parents unable to meet during conferences may contact teachers and set up a mutually agreed upon time to meet. This dialogue continues through communication between parents and teachers via e-mail, websites, phone calls, and voicemail.
- An Open House is held at the beginning of each year so parents may meet teachers and become acquainted with the curriculum at the school. Parents can request a meeting to view the curriculum.
- Parents also have the opportunity to access grades for their students through PowerSchool, which is updated regularly by teachers. Students have the opportunity to share their classroom work with their parents and to meet with the teacher as needed. Additional parent meetings are scheduled on an as need basis, before, after or during the teacher’s conference hour. Parents are also scheduled for Assist Team meetings when there are concerns with the student’s performance.



- A Parent-Student-Teacher Compact will be implemented at the start of each year. This compact outlines the needs and responsibilities for a strong partnership between home and school to provide a strong education for the student.
- At the beginning of each school year, teachers give each student a course syllabus, detailing course objectives, classroom rules, etc.
- School newsletters and websites keep the school community aware of events, programs, and activities taking place in the building and offer opportunities for involvement. Major events scheduled are found on the district calendar. Ten times during the school year, the district provides a newsletter to inform parents of events and news throughout the district at all levels.
- As part of the enrollment process, a language survey portion is included on the form. The ESL teacher assesses students to determine the level of services.
- Involvement in community programs allows the business community and the school administration the opportunity to establish positive partnerships.
- Tutoring lists are available through the counseling office for parents who wish to provide additional academic support to their student.
- Involvement in PTO, as well as booster clubs for extracurricular activities, is available to all parents and community members.

The school, principal, teacher, parent will work in partnership to maintain regular communication between home and school to provide the best education for the students.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- participating in school functions, organizations and committees;
- supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- requiring their child to observe all school rules and regulations;
- supporting or enforcing consequences for their child's willful misbehavior in school;
- sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- reading all communications from the school, signing, and returning them promptly when required;
- cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.



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Assistant Superintendent of Human Resources, 10 North Washington Street, Oxford, MI 48371, (248) 969-5004.