

# Policy

BOARD OF EDUCATION  
HORTONVILLE AREA SCHOOL DISTRICT

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## STAFF / STUDENT PARTICIPATION IN COMMUNITY EVENTS

The Hortonville Area School District, in its commitment to providing a quality educational program, welcomes, encourages and seeks the involvement of all members of the school community, and in particular, the families of the students it serves.

Our District's mission state says, "Our community ensures every student learns at the highest level." Sharing the responsibility for student learning is for all members of the school community – teachers, parents, administrators, support staff, school board members, the community in general and the students themselves. Each has a role to play and the role of each is more effectively accomplished if communications are frequent, goals are well-defined and clearly understood and efforts to do one's best are sincere. The stronger the relationships between all involved, especially parents and teachers, the greater the benefits for the child. Teachers and other school personnel know the importance of family involvement in the learning process by maintaining an open-door philosophy, providing information on a consistent and regular basis, extending invitations to parents to participate in school activities and offering various programs and services specifically designed to support parents and families.

### **Implementation:**

The Hortonville Area School District shall provide opportunities for members of the community at large and parents/guardians to participate in all school programs. Activities shall include but not limited to the following:

- A. Community members will be kept apprised of and invited to attend or participate in various school activities, PTO functions, classroom newsletters, and announcements in local newspapers.
- B. Parents/Guardians will be informed of any special programs or activities for which their child has been selected. Reasons for the selection will be provided.
- C. Title I Program
  1. At least one annual meeting will be scheduled for parents/guardians of Title I students to provide timely information concerning the program, to share evaluation results and to hear suggestions for future planning development and operation of the program.
  2. At least one newsletter pertaining to current information about the Title I program will be sent to all parents/guardians.
  3. A School-Family-Student Compact that outlines the responsibilities that the targeted Title I school, parents/guardians and students share in helping learning to occur will be provided for all parents/guardians of Title I students.
  4. All programs and services provided for Title I students will be at least comparable to those provided in areas not receiving Title I funds. Also the District shall ensure equivalency among schools or grade levels within the District in teachers, administrators, auxiliary personnel, curriculum materials and instructional supplies.

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- D. Parents/guardians will be invited to attend conferences with teachers on a regular basis (and can request additional conferences) at which time information about the child's progress will be shared.
- E. Resource materials and suggestions for helping child(ren) will be provided for parents/guardians; resource materials will also be made available to the general community should an interest be expressed.
- F. Parents/guardians (and other interested community members when appropriate) will be invited to attend District-scheduled informational presentations and/or training sessions that focus on children and their learning needs.
- G. The Board will ask the community for input and the public is invited to attend all Board meetings.

The Board supports and encourages staff participation in community activities and events which are related to District Courses of Study, as appropriate, as either required or enrichment assignments; school activities to which the public is invited are scheduled, to the extent possible, so as not to conflict with other events in the community which would appeal to the same audience. Such scheduling conflicts not only diminish the attendance at both the school and community activities, but also deprive the students and staff of deriving the benefits from participation in community programs which enhance learning and the quality of life.

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