

PARENT INVOLVEMENT

Administrative Guidelines

PROCEDURE

References to “parent” or “parents” in these policies shall be understood to include a student’s legal guardian, unless the policies or their context clearly indicate otherwise.

District Administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent involvement by:

- Fostering a welcoming and responsive environment for parents;
- Respecting parents as partners in the education of their children;
- Valuing diversity and the need for equity in each school;
- Promoting parent involvement in district leadership and decision-making;
- Developing with parents a written parent involvement policy;
- Conducting an annual evaluation of the effectiveness of the parent involvement policy in improving the academic quality of the schools; Revising the parent involvement policy, as needed;
- Ensuring accountability of staff at all levels throughout the district in working with parents as partners;
- Convening an annual meeting at a convenient time to which all parents of children participating in the Title I program are invited;
- Provide training for all staff in how to effectively communicate and work with parents as partners;
- Valuing the need for partnerships within public and private entities in the community;
- Establishing and promoting communications as a source of trust and understanding between the district and parents.

Principals, teachers and all school staff shall work in collaboration with parents and guardians by:

- Respecting parents as partners in the education of their children and supporting their role as first and life-long teachers;
- Developing and reviewing with parents of participating students during the annual meeting a school-parent compact that outlines how parents, staff and students will develop a partnership to help children achieve the State’s high academic standards; Discussing the compact during parent-teacher conferences as it relates to the individual child’s achievement;
- Valuing diversity and equity in each child’s learning;
- Encouraging achievement for all students;
- Promoting parent involvement in site-based leadership and decision making;
- Supporting preschool parent involvement in the education of young children through frequent communication with the site based leader and the preschool parent advisory council;

- Scheduling parent meetings and parent/teacher conferences throughout the year for communicating curriculum, assessments, individual student achievement and expected proficiency levels; Provide materials and training to help parents support their children's learning at home;
- Scheduled school level meetings so parents are provided information about programs under Title I;
- Identify barriers for participation by parents who are economically disadvantaged, have disabilities have limited English proficiency, have limited literacy or are of any racial or ethnic minority; Implement strategies to overcome these barriers;
- Valuing partnerships within the public and private entities within the Warren community;
- Establishing and promoting communication as a source of trust and understanding between the school and parents;
- Provide reasonable support for parent involvement activities as parents may request.
- Attend/participate in offered sessions regarding the review and student preparation.

Parents/Guardians are asked and encouraged to be involved in their children's learning and education by:

- Understanding and respecting the mission, values and procedures of the school;
- Respecting teachers and supporting school staff as partners in the education of their children;
- Sharing responsibilities for improved academic achievement among parents/guardian, the school, and the student;
- Understanding school procedures and opportunities to contribute or receive support;
- Utilizing and enhancing multiple lines of communication between parents, school staff and the district on the instruction, achievement and conduct of their children;
- Participating in educational opportunities that will include but are not limited to: strategies/reinforcing learning at home, discipline and understanding cultural differences; and assessment preparation;
- Valuing diversity and the need of equity in each child's learning;
- Understanding the schoolwide PBIS system;
- Participation in site-based leadership and decision making;
- Volunteering in their children's schools.

A district-wide parent advisory council, made up of district stakeholders to be appointed according to procedures approved by the Superintendent; shall be established to make recommendations to the Board regarding strategies to implement and ensure success of this policy. The council shall draft regulations to address the intent of the law has been to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Resources:

MDE-“Collaborating for Success”, Parent Engagement Toolkit

U.S. Department of Education-“Engaging Parents in Education: Lessons From Five Parental Information and Resource Centers”