

PARENT FAMILY ENGAGEMENT POLICY

Afton Parent and Family Engagement Policy

Afton Goal Statement:

Afton Public Schools understands that engaging parents in the educational process is essential to improved academic success for students. We recognize that a child's education is a responsibility shared by the school and the family during the entire time a child attends school. Therefore, Afton Public Schools shall foster and support active parent involvement so that parents and schools work together as knowledgeable partners in educating children.

Afton Inclusion Statement:

Although parents may be diverse in culture, language and needs, they share the school's commitment to the educational success of their children. Afton Public Schools recognizes its responsibility to eliminate barriers that impede family involvement and to create an environment that is supportive of comprehensive family involvement programs that have been developed in collaboration with parents. Therefore, this policy shall establish programs and practices that reflect the specific needs of students and their families.

Afton Effective Programs Statement:

Afton Public Schools supports the development, implementation and regular annual evaluation of a parent involvement program at Afton Public Schools that includes parents at all grade levels and in a variety of roles.

Six Components of Family Involvement Programs:

- Communication between home and school is regular, two-way and meaningful. *Afton will do whatever is necessary to include all parents in the educational process (all calls, information letters sent home, etc.).*
- Responsible parenting is promoted and supported. *We at Afton encourage all parents to be apart of their child's education and we all win.*
- Parents play an integral role in assisting student learning. *At Afton we encourage parent's to attend all activities either in athletics or academics that involve their children and use our communication systems to keep parents informed of those activities.*
- Parents are welcome in the school and their support and assistance in volunteering are sought in many ways. *Afton has a volunteer program to allow parent's to attend their child's classes and help fill voids that we may experience in testing and social activities.*
- Parents are full partners in the decisions that affect children and families. *Afton has Title I meetings that are posted, regular Parent-Teacher conferences, and Parent response meetings on big decisions that affect the school (teacher walkout).*

- Community resources are made available to strengthen school programs, family practices and student learning. *Afton has always and will continue to work with all students and families to get the needed assistance for all stakeholders through PD, local Agencies or state Agencies.*

Afton Professional Development Statement:

Afton Public Schools is committed to providing professional development for staff and leadership throughout the school year to enhance understanding of effective parent involvement strategies. Afton Public Schools also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation.

PARENTAL PARTNERSHIP POLICY STATEMENT

It is the goal of Afton School District 1026 to "develop strong partnerships with the home." Parents and schools working as partners increase student achievement and develop positive attitudes about self and school.

The key factor in the home-school partnership is the relationship between the teacher and the parent. Teachers are professionals who manage a variety of instructional resources. Parents are an essential resource in the learning process of their children. Organizational support from the school board, district administrators and building principals enables teachers to effectively develop the partnership.

The intent of this policy is to result in consciously doing those things already in practice in a more efficient, consistent and effective manner as well as generating new ways of strengthening the partnership.

The partnership between home and school will be supported by:

1. The development of an infrastructure to continually assess, plan and implement strategies that build the partnership.
 - a. A district-wide committee of parents, teachers and administrators to build overall program efforts and serve as a home school partnership network.
 - b. Coordination of activities through the staff development system in areas of teacher inservice, assessment of teaching strengths and communication with parents toward creation of the best possible learning experience for each child.
2. Self-study of parental involvement practices by teams of parents, teachers and the administrator in each school using the following seven basic principles considered essential to home-school partnerships.
 - a. Every aspect of the school climate is open, helpful and friendly.
 - b. Communications with parents (whether about school policies and programs or about their own children) are frequent, clear and two-way.
 - c. Parents are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior.
 - d. Parents are encouraged, both formally and informally, to comment on school policies and to share in the decision making.
 - e. The principal and other school administrators actively express and promote the philosophy of partnership with all families.
 - f. The school recognizes volunteer participation from parents and the community at large.
 - g. The school recognizes its responsibility to forge a partnership with all families in the school, not simply those most easily available.
3. Resources will be provided to principals, teachers and parents by the Parent Partnership Liaison.

PARENTAL PARTNERSHIP POLICY STATEMENT (Cont.)

Afton School District, it's School Board, and staff will provide leadership in the development of clear avenues of parental involvement. Full realization of the partnership will be achieved through the on-going commitment and active participation by both home and school.

TITLE I PARENT INVOLVEMENT

Schools receiving federal ESEA funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be the district's policy without some parental involvement in its development at the local level.

The Afton Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's education.

Pursuant to federal law, the district will develop jointly with, agree on with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

A meeting of the parents of participating Title I students will be held annually to explain the goals and purposes of the Title I program.

Parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

In addition to the required annual meeting, at least three (3) additional parent meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. Notices will be sent to the parents and articles will appear in the local newspaper advising parents and interested persons of the meetings. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

TITLE I PARENT INVOLVEMENT (Cont.)

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children's progress on a regular basis. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their children's progress. Parents will also receive information and training that will assist them in helping their children at home and at school.

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

REFERENCE: P. L. 103-382, Improving America's Schools Act
P. L. 107-110, No Child Left Behind Act of 2001

NOTE: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district-wide parent advisory council.

TITLE I PARENT INVOLVEMENT (REGULATION)

In order to achieve the level of Title I parent involvement desired by the board of education policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school, and community.

Guidelines

Parent involvement activities developed at each school will include opportunities for:

- volunteering;
- parent education;
- home support for child's education;
- parent participation in school decision-making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

Roles and Responsibilities

1. Parents

It is the responsibility of the parent to:

- actively communicate with school staff;
- be aware of rules and regulations of the school;
- take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school;
- utilize opportunities for participation in school activities.

2. Staff

It is the responsibility of the staff to:

- develop and implement a school plan for parent involvement;
- promote and encourage parent involvement activities;
- effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
- send information to parents of Title I children in a format, and to the extent practicable, in a language the parents can understand.

3. Community

Community members who volunteer in the schools have the responsibility to:

- be aware of rules and regulations of the school;
- utilize opportunities for participation in school activities.

4. Administration

It is the responsibility of the administration to:

- facilitate and implement the Title I Parent Involvement policy and plan;
- provide training and space for parent involvement activities;

TITLE I PARENT INVOLVEMENT, REGULATION (Cont.)

provide resources to support successful parent involvement practices;
provide in-service education to staff regarding the value and use of contributions of
parents and how to communicate with and work with parents as equal partners;
send information to parents of Title I children in a format and, to the extent practicable,
in a language the parents can understand.