

Regulation

PARENT INVOLVEMENT

Over 30 years of research supports the positive connection between parent involvement and student success. Effectively engaging parents and families in the education of their children has the potential to be far more transformational than any other type of education reform. (www.pta.org)

The Riverton Board of Education has looked to the National Standards for Parent/Family Involvement Programs and their quality indicators. They are research based and grounded in both sound philosophy and practical experience. (www.pta.org)

The National Standards for Parent/Family Involvement Programs were developed by the National PTA in cooperation with education and parent involvement professionals through the National Coalition for Parent Involvement in Education (NCPIE). Building upon the six types of parent involvement identified by Joyce L. Epstein, Ph.D., of the Center on School, Family, and Community Partnerships at Johns Hopkins University, National PTA created program standards of excellence. These standards, together with their corresponding quality indicators, were created to be used in conjunction with other national standards and reform initiatives in support of children's learning and success. (www.pta.org)

The Board believes these standards and applicable indicators establish perimeters for success.

National Standards for Parent/Family Involvement Programs

Standard I: Communicating – Communication between home and school is regular, two-way, and meaningful.

Quality Indicators

Successful programs:

1. Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.
2. Establish opportunities for parents and educators to share partnering information such as student strengths and learning preferences.
3. Provide clear information regarding academic expectations, school activities, student services, and optional programs.
4. Send home report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.
5. Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process.
6. Conduct conferences with parents at least twice a year, with follow-up as needed.
7. Encourage immediate contact between parents and teachers when concerns arise.
8. Distribute student work for parental comment and review on a regular basis.
9. Translate communications to assist non-English-speaking parents.
10. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.
11. Provide opportunities for parents to communicate with principals and other administrative staff.
12. Promote informal activities at which parents, staff, and community members can interact.
13. Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.

PARENT INVOLVEMENT (continued)

Standard II: Parenting – Parenting skills are promoted and supported.

Quality Indicators

Successful programs:

1. Communicate the importance of positive relationships between parents and their children.
2. Link parents to programs and resources within the community that provide support services to families.
3. Reach out to all families, not just those who attend parent meetings.
4. Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity.
5. Provide an accessible parent/family information and resource center to support parents and families with training, resources, and other services.
6. Encourage staff members to demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults.

Standard III: Student Learning – Parents play an integral role in assisting student learning.

Quality Indicators

Successful programs:

1. Seek and encourage parental participation in decision-making that affects students.
2. Inform parents of the expectations for students in each subject at each grade level.
3. Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
4. Regularly assign interactive homework that will require students to discuss and interact with their parents about what they are learning in class.
5. Distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.
6. Provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education.

Standard IV: Volunteering – Parents are welcome in the school, and their support and assistance are sought.

Quality Indicators

Successful programs:

1. Ensure that office staff greetings, signage near the entrances, and any other interaction with parents create a climate in which parents feel valued and welcome.
2. Survey parents regarding their interests, talents, and availability, then coordinate the parent resources with those that exist within the school and among the faculty.
3. Ensure that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment.
4. Organize an easy, accessible program for utilizing parent volunteers, providing ample training on volunteer procedures and school protocol.
5. Develop a system for contacting all parents to assist as the year progresses.
6. Design opportunities for those with limited time and resources to participate by addressing childcare, transportation, work schedule needs, and so forth.
7. Show appreciation for parents' participation, and value their diverse contributions.
8. Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.
9. Ensure that volunteer activities are meaningful and built on volunteer interests and abilities.

PARENT INVOLVEMENT (continued)

Standard V: School Decision Making and Advocacy – Parents are full partners in the decisions that affect children and families.

Quality Indicators

Successful programs:

1. Provide understandable, accessible, and well-publicized processes for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.
2. Encourage the formation of PTA to identify and respond to issues of interest to parents.
3. Include parents on all decision-making and advisory committees, and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety, and personnel.
4. Provide parents with current information regarding school policies, practices, and both student and school performance data.
5. Enable parents to participate as partners when setting school goals.
6. Encourage and facilitate active parent participation in the decisions that affect students.
7. Treat parental concerns with respect and demonstrate genuine interest in developing solutions.
8. Promote parent participation on school district, state, and national committees and issues.
9. Provide training for staff and parents on collaborative partnering and shared decision making.

Standard VI: Collaborating with Community – Community resources are used to strengthen schools, families, and student learning.

Quality Indicators

Successful programs:

1. Distribute information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community.
2. Develop partnerships with local business and service groups to advance student learning and assist schools and families.
3. Encourage employers to adopt policies and practices that promote and support adult participation in children's education.
4. Foster student participation in community service.
5. Involve community members in school volunteer programs.
6. Disseminate information to the school community, including those without school-age children, regarding school programs and performance.
7. Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education.
8. Inform staff members of the resources available in the community and strategies for utilizing those resources.

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