

**INSTRUCTION**

**PARENT, FAMILY AND COMMUNITY PARTNERSHIPS**

The board believes that the education of children is a joint responsibility, one it shares with the parents and the community. To insure that the best interests of the child are served in this process, a strong program of communication and/or collaboration between home and school must be maintained. The board believes that it is the parents who have the ultimate responsibility for their children's in-school academic achievement and behavioral conduct. During school hours, the board, through its designated staff, shall strive to serve the interests of parents through its designated staff, shall strive to serve the interests of parents in providing for the safety, health and welfare of their children.

The board directs the superintendent to develop activities that will enhance home-school cooperation. Such activities may include, but not be limited to:

- A. Conducting parent-teacher conferences which facilitates two-way communication between home and school;
- B. Holding open houses which provide parents with the opportunity to see the school facilities, meet the staff and review the program on a first-hand basis;
- C. Disseminating building and room newsletters to parents on a regular basis;
- D. Conducting meetings of parents and staff members to explain and discuss matters of general interest with regard to child-school, child-home, or child-home-school relationships;
- E. Conducting meetings of staff member(s) and individual or groups of parents of those students who have special abilities/aptitudes, disabilities, needs or problems;
- F. Sponsoring or co-sponsoring special events of a cultural, ethnic or topical nature, which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community;
- G. Collaborating with parents, students and staff in school improvement planning, development and implementation;
- H. Informing parents of their options for intradistrict and interdistrict enrollment for their children; and
- I. Providing interested parents of preschool children with information and/or training on successful parenting practices.

## INSTRUCTION

### PARENT, FAMILY AND COMMUNITY PARTNERSHIPS (continued)

For the benefit of children, the board believes that parents have a responsibility to encourage their child's performance in school by:

- A. Supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;
- B. Sending children to school with proper attention to their health, personal cleanliness and dress;
- C. Maintaining an active interest in the students' daily work and making it possible for the student to complete assigned homework through providing a quiet place and suitable conditions for study;
- D. Reading all communications from the school, and signing and returning them promptly when required;
- E. Cooperating with the school in attending conferences set up for the exchange of information on the child's progress in school; and
- F. Participating in in-school activities and special functions.

### Vision

Students master academic skills and develop civic responsibility, because of family, school and community support enhanced by school partnerships with parents, families and community organizations that enable parents to:

- A. Understand their children's school experience;
- B. Participate as volunteers in school;
- C. Support student learning at home;
- D. Develop effective parenting skills;
- E. Participate in important decisions affecting their children; and
- F. Rely on community resources to support their parenting efforts.

### Structure

Building Level: Parent and Community Partnership Plans

Each school and the families and community it serves is different. Therefore, each school must have its own approach to parent and community partnerships. Working together staff and parents at each school shall develop a three-year plan to achieve the following goals:

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**PARENT, FAMILY AND COMMUNITY PARTNERSHIPS** (continued)

1. Multiple techniques assure that (a) all parents understand their children's school experience and (b) the school staff understands parents' and community expectations for the school.
2. School staff work with parent and community volunteers in the school in ways that are beneficial to students and that strengthen school and community relations.
3. Families receive information about how to support their children's learning at home and will have access to someone to advise them when they encounter difficulty.
4. All staff members are able to refer parents to resources for assistance in developing their parenting skills, or to obtain advice on family financial, health or welfare issues. Connections are maintained with community resources and agencies to assure current information and continuous cooperation.
5. Representatives of parents and the community served by the school have a full and equal role in the school's student learning improvement team. All parents have the opportunity to review and advise on their student's learning experiences.
6. Collaborations and exchanges are established with businesses and agencies in the community to broaden the learning opportunities for students and expand options for teachers.

Each school's Family and Community Partnership plan shall include a timeline for implementation, success indicators, evaluation procedures, and a system for reporting to the community and the school district. When a parent is unavailable to fulfill the parent's role, reasonable efforts will be made to identify an adult, acceptable to the family, to act as a communicator and supporter for the student's education.

**Accountability**

- A. An information system shall be developed to enable the district to assess progress toward its Parent, Family and Community Partnership goals. Using the information reported to it, the board shall review progress each year toward the policy's goals reported by each school and the district.
- B. Subject to legal and contract requirements, criteria shall be included in personnel performance reviews to assess the effectiveness of district personnel in carrying out their role in Parent, Family and Community Partnerships.

Adopted: 6/4/91  
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