

FAMILY INVOLVEMENT

Definitions:

The term “family” is used to denote parents, extended family, guardians, or other persons with whom the student lives. “Parent” or “family” may also include community members or other concerned adults involved in the student’s life, pursuant to state and federal laws surrounding confidentiality.

“Family Involvement” refers to school/family partnerships. It is the collaborative interaction between educators and families in activities that promote student learning and positive child and youth development at home, in school, and in the community. These activities include regular, two-way and meaningful communication between parents and school personnel; outreach to families; parent education; volunteering; school decision making; and advocacy.

Implementation:

The superintendent will identify a district administrator to supervise the implementation of this policy and procedure, and each school in the district will develop a family involvement plan aligned with their academic goals and/or school improvement plan and, if applicable, Title I services. Each plan will be tailored to the realities of school families, be culturally relevant to the school population and delineate strategies to increase family participation in education, particularly among families who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

The district’s family involvement efforts will have six overarching goals. They will include, but not be limited to, the following research-based National Standards for Parent/Family Involvement in schools:

- A. Communicating: Effective two-way communication between all parents and schools regarding district policies and procedures, local school operating procedures, and an individual child’s progress;
- B. Parenting: Information and programs for parents on how to establish a home environment to support learning and appropriate behavior;
- C. Student Learning: Information and programs for parents about how they can assist their own children to learn and meet the student’s short-term and long-term educational goals;
- D. Volunteering: Activities to encourage a variety of parental volunteer opportunities in schools both in the classroom and in other areas of the school including attendance at local school programs and events;
- E. School Decision-Making and Advocacy: Assistance to develop parental involvement in educational advocacy, including school district task forces and site based advisory committees; and
- F. Collaborating with Community: Identification and utilization of community resources to strengthen school and family partnerships and student learning.

In order to achieve these goals, the district and school staff will comply with the roles and responsibilities that are outlined below.

Roles and Responsibilities:

The district will:

- A. Establish a district level family partnership committee to assist the superintendent in implementing the Family Involvement policy and procedure at the building and district level.
- B. Perform regular evaluations of family involvement efforts at the school and district level;

- C. Provide activities that will educate families regarding the intellectual and developmental needs of their children. These activities may rely on cooperation between the districts and other agencies or school/community groups;
- D. Implement strategies to involve families in the educational process, including information about opportunities for volunteering and encouraging participation in various school and district activities;
- E. Keep families informed of the objectives of district educational programs as well as of their child's participation and progress with these programs; and
- F. Enable families to provide input in district level decision making opportunities.

The district administrators will:

- A. Work with staff and families to identify resources needed to implement planned family involvement activities and programs;
- B. Conduct both formal, such as Title I parent meetings, and informal, such as coffee chats and breakfast with the principal meetings, to ensure ongoing two-way communications with families;
- C. Provide assistance for families to understand topics such as the state academic content standards, and state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- D. Recognize staff, families and community members who promote school-wide family partnerships; and
- E. Monitor and evaluate with district assistance the effectiveness of family partnership efforts in the district.

School staff will:

- A. Promote an environment of belonging where all families feel welcome;
- B. Treat all community members with respect, be sensitive to cultural differences, and life circumstances among families;
- C. Demonstrate excellent customer service and be as flexible as possible when scheduling appointments and school events with families;
- D. Communicate early and positively with families and continue positive contact throughout the year;
- E. Consider an annual student led conference and/or an annual parent meeting;
- F. Offer families opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- G. Share class/school discipline and homework policies with families and follow through in a timely manner if problems arise.

Evaluation

The content and effectiveness of this policy and procedure, and the individual school plans will be evaluated by the superintendent or his/her appointee regularly regarding the quality and effectiveness of the strategies presented in the plan. The findings of the evaluation will be used to design strategies for more effective family involvement, and if necessary to revise this policy and procedure.

Adopted: October 2, 2023