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GOALS AND ROLES

School Parent
Involvement Policy



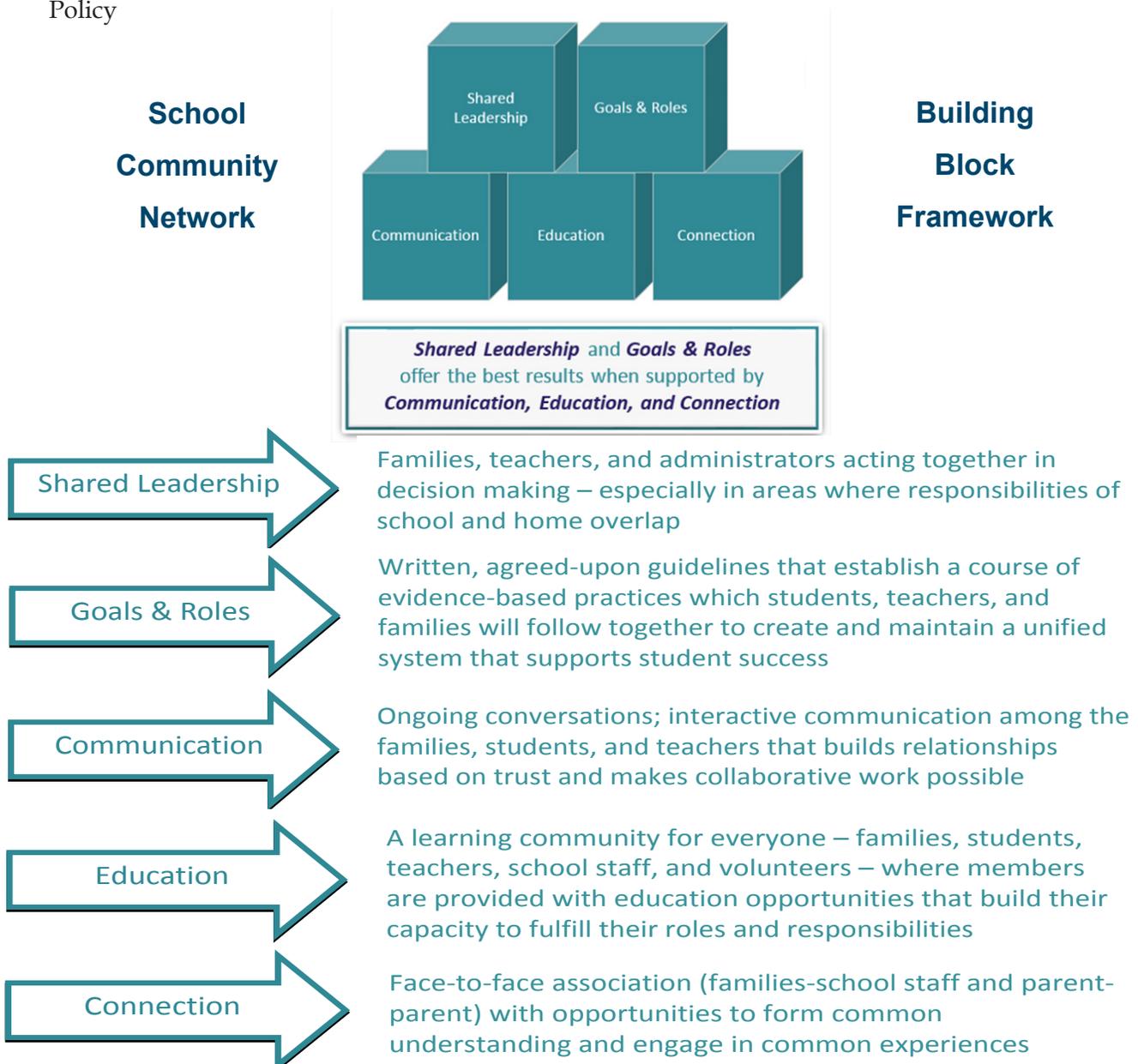
School Parent Involvement Policy Rubric

School Parent Involvement Policies reflect a district’s goals, but define with specificity what the school will do to ensure the district’s goals are achieved, while giving attention to the school’s unique needs and characteristics. This policy may vary in name, including such examples as School Family Engagement Policy, School–Home Partnership Plan, and so on.

Please note that “parent” (wherever used throughout) includes any family member or guardian acting in the parental role for a student.

This document will help your team to:

- Assess your School Parent Involvement Policy with our rubric which uses the School Community Network’s Building Block framework built on evidence-based practices and which is also complementary to the regulations in the Every Student Succeeds Act (ESSA)
- Review tips, guidelines, and items to consider when developing a School Parent Involvement Policy



District _____ School _____ Date _____

Evaluation Completed By _____

School Parent Involvement Policy Evaluation

Score Guide: 0 = no evidence of criteria being met, 1 = evidence that criterion 1 is met, 2 = evidence that criteria 1 and 2 are met

| Parent and Family Engagement Activities | Score | Criteria for Scoring "2" assumes that criterion for "1" is met. The written policy.. |
|---|-------|--|
| 1. Conducts an annual meeting with parents and other family members to discuss program plans, implementation, and suggestions at a convenient time for parents. | | 1 = States that the school conducts an annual meeting with families to discuss program plans, implementation, and suggestions at a convenient time for family members. 2 = Requires agendas and minutes for meeting, maintained and reported from year to year. |
| 2. Provides families information in a timely manner about programs that includes a description and explanation of the school's curriculum, the forms of academic assessments used to measure children's progress, and the proficiency levels students are expected to meet. | | 1 = States that information about the school's programs, curriculum, assessments, and expected proficiency levels is provided in a timely manner. 2 = Includes timeline for providing information about the school's programs, curriculum, assessments, and expected proficiency levels and specifies how it is provided. |
| 3. School asks parents and other family members to participate, as appropriate, in decisions about the education of their children. | | 1 = States that families are included in decisions about their children. 2 = Specifies the situations in which families are included in decisions about the education of their children. |
| 4. Provides families with an individual student report about the performance of their child on state assessments in at least math, language arts, and reading. | | 1 = States that families are provided individual student reports of performance on state assessments. 2 = Specifies how families are provided an opportunity to discuss the reports with a teacher or other school personnel. |
| 5. Provides families timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations. | | 1 = States that parents and other family members receive timely notice when their child has been assigned or has been taught by a teacher who is not highly qualified. 2 = Specifies how families are notified when their child has a teacher who is not highly qualified and includes a procedure for families to seek further information from the school, including options available to them. |

| Parent and Family Engagement Activities | Score | Criteria for Scoring “2” assumes that criterion for “1” is met. The written policy... |
|---|-------|---|
| 6. Provides assistance to families in understanding the following topics: | | |
| a. the state’s academic content standards | | 1 = States that parents are provided assistance in understanding the state’s academic content standards. 2 = Describes how parents are provided assistance and who (by position title) is responsible for providing it. |
| b. the state’s student academic achievement standards | | 1 = States that parents are provided assistance in understanding the state’s student academic achievement standards. 2 = Describes how parents are provided assistance and who (by position title) is responsible for providing it. |
| c. the state and local academic assessments including alternate assessments | | 1 = States that parents are provided assistance in understanding the state and local academic assessments including alternate assessments. 2 = Describes how parents are provided assistance and who (by position title) is responsible for providing it. |
| d. how to monitor their child’s progress | | 1 = States that parents are provided assistance in monitoring their child’s progress. 2 = Describes how parents are provided assistance and who (by position title) is responsible for providing it. |
| e. how to work with educators | | 1 = States that parents are provided assistance in working with educators. 2 = Describes how parents are provided assistance and who (by position title) is responsible for providing it. |
| 7. Provides materials and trainings to help families work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster family engagement. | | 1 = States that the school provides materials and training for parents to help them work with their children to improve their children’s academic achievement. 2 = Specifies which school staff (by position title) are responsible for developing, obtaining, and providing materials and training for parents and how the materials and training are evaluated and reported. |
| 8. With the assistance of its families, educates its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of families, and in how to implement and coordinate family programs and build ties between families and schools. | | 1 = States that the school, with the involvement of families, educates its staff in how to reach out to, communicate with, and work with families as equal partners, etc. 2 = Specifies which school staff (by position title) are responsible for providing training for staff and how the training is evaluated and reported. |

31 Score Guide: 0 = no evidence of criteria being met, 1 = evidence that criterion 1 is met, 2 = evidence that criteria 1 and 2 are met

| Parent and Family Engagement Activities | Score | Criteria for Scoring “2” assumes that criterion for “1” is met. The written policy... |
|---|------------|---|
| 9. To the extent feasible and appropriate, coordinates and integrates parent and family engagement programs and activities with other programs, such as early childhood education (ECE) home visitation programs and district and community preschool programs. | | 1 = States that the school coordinates the school’s parent and family engagement programs with early childhood programs in the community and in the school. 2 = Specifies which school staff (by position title) are responsible for the coordination of the school’s parent and family engagement programs with early childhood programs in the community and in the school. For high schools and middle schools, this item may be scored N/A. |
| 10. Conducts other activities, such as family resource centers, that encourage and support parents and other family members in more fully participating in the education of their children. | | 1 = States that the school conducts other activities that encourage and support families in more fully participating in the education of their children. 2 = Describes other activities through which the school encourages and supports families in more fully participating in the education of their children. |
| 11. Ensures that information related to the school and family programs, meetings, and other activities is sent to families in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the family can understand. | | 1 = States that school informs families about programs, meetings, and activities and that the information is provided in ways understandable to the families. 2 = Describes procedures for informing parents and other family members about school programs, family programs, meetings, and activities and how the information is provided in ways understandable to the families. |
| Total Score | ___ of ___ | |

Score Guide: 0 = no evidence of criteria being met, 1 = evidence that criterion 1 is met, 2 = evidence that criteria 1 and 2 are met



Resources for Developing a School Parent and Family Engagement Policy

The following information is from *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*, by Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies (pp. 314–316).

Tips for Developing a School Family Involvement Policy

A policy commits a school to certain goals and actions. A family involvement policy describes effective partnership between the school and its families and lays out how and when that will happen and who will do what.

What Questions Should Your Policy Answer?

- ✦ What is the school's vision of the importance of working closely with families?
- ✦ How will the school be family-friendly?
- ✦ In what ways will teachers be expected to communicate with families on student progress?
- ✦ How will the school build personal relationships with families?
- ✦ How will the school honor families' contributions and build on their strengths?
- ✦ How will the school work with families to improve student achievement, and what does the school expect families to do?
- ✦ How will the school help and support families to do what's expected?

What Should the Policy Include?

1. A *vision statement* that says what the school community believes about the importance of family-school partnership to high student achievement.
2. *Specific steps* that the school and families will take to work as partners to improve achievement, such as a school-family compact, family learning activities, personal learning plans, and student support teams. Include indicators to look for as evidence that the school is really doing this.
3. *Terms of engagement*, such as times for parents to observe in classrooms, availability of interpreters and translation, principal's office hours, opportunities for parent-teacher communication, and so on.
4. An *indication of who will be responsible* for carrying out the policy, including school staff, parents, and community members.
5. *Resources*, such as funding, space, equipment, and staff time and positions.

The policy also needs to spell out how it will be developed, promoted, and assessed:

- ✦ How parents, school staff, community members, and students will be involved in developing and approving the policy
- ✦ Guidelines for measuring whether the policy is working, such as increased parent involvement in school activities and improved student attendance
- ✦ How parents, school staff, and community members will learn about what the policy says.

Steps to Develop a Policy

1. Bring together an action team that represents the people who will carry out the policy, including parent leaders who reflect the diverse families in the school.

2. Find out how families and school staff want to work together to improve achievement. What are they interested in doing and learning about? What supports do they need? Focus groups, surveys, and interviews are good ways to do this.
3. Revise the existing policy to respond to current needs and interests. Focus on action—what needs to happen and when.

What Practices Should a Policy Promote?

- ✦ Being family-friendly—staff are warm, helpful, and welcoming to families of all backgrounds and form relationships with families through one-to-one and small group contact
- ✦ Offering activities and programs for families that are clearly linked to improving achievement
- ✦ Providing opportunities for families to volunteer or contribute both at home and at school
- ✦ Informing families through workshops and other activities on how to improve their children’s learning
- ✦ Bridging cultural differences by understanding families’ home cultures, identifying their strengths and assets, and making sure all have chances to contribute
- ✦ Encouraging families to be effective advocates for their children: help them take more challenging classes and plan for postsecondary education and a career
- ✦ Building the capacity of teachers, parents, and other school staff to work together through training and professional development

Henderson, Anne T., Mapp, Karen L., Johnson, Vivian, R., & Davies, Don. (2007). *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York, NY: The New Press.

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