

REGULATION

Rochester Community Schools
Rochester, Michigan 48307

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PARENT/GUARDIAN INVOLVEMENT

Rochester Community Schools supports a high level of parent involvement in elementary, middle, and high schools, as well as at the District level. Parents and guardians involved in their child's education gain an awareness of the mission and goals of the District, and strengthen the relationship between home and school. A high degree of parent involvement positively impacts student achievement and benefits the classroom, school, and District in many ways. Involvement by parents and guardians should take several forms, and provide a number of opportunities designed to meet the academic, social and emotional needs of students. To promote parent involvement, the Rochester Community Schools district and its individual schools will implement the six national standards for parent / family involvement established by National PTA. Quality indicators (attached) relating to the six national standards may be used as a resource when establishing parent involvement programs.

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

A plan for communication to parents and guardians should be established at the District, school, and classroom levels. Communication should reflect a variety of mediums that include print, electronic, personal, and traditional formats. Communication efforts are to be regular and address District, school, and classroom issues that are pertinent to parents / guardians. Efforts should be made to provide opportunities for parents / guardians to obtain information about student progress, curriculum expectations, course offerings, the process for student placement, school activities, volunteering and other school and District programs.

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

Schools and the District should strive to provide information and program initiatives that support parents / guardians with their responsibilities to raise children. Such initiatives may be provided by the District and/or school, or in partnership with the Parent Teacher Association (PTA), local community agency or other organization. Parenting programs should reach out to all families and recognize the diversity within the community.

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

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Information relating to course and grade level expectations should be available to parents / guardians. Opportunities for parents to provide input through conferences, homework assistance, and goal setting that is designed to enhance student learning should be emphasized. Resources to support student learning should be accessible to parents and guardians.

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

District, school and classroom volunteers are integral to the teaching and learning process. Volunteer opportunities should be widely promoted and offer a variety of options for parents / guardians to volunteer in areas of interests and talents. Parents and guardians should be able to volunteer according to their availability and based on classroom need as determined by the classroom teacher. Appropriate orientation and training should be offered to volunteers. Procedures for recruiting District volunteers should be established and well publicized to parents.

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

Involvement of parents / guardians on advisory committees, school improvement, and District committees is encouraged. Attendance at Board of Education meetings and communication to Board of Education members enable parents / guardians to provide input on District level decisions. Parents / guardians should also have an understanding of the process for class placement, course selection, and have opportunities to provide input to the principal / designee in accordance with established procedures.

It is important for parents / guardians to understand how to help their child when a problem occurs at school. Parents should understand the process for resolving issues or concerns that occur at the classroom, building and District level.

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

The Rochester Community Schools Department of Community Relations will provide schools with information about community resources that

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support children and families. These resources may provide mental health services, economic support, substance abuse education and agencies seeking support through community service projects. The Department of Career Focused Education will distribute information about partnerships with local businesses and service groups designed to advance student learning.

A survey, based on the attached PTA parent involvement quality indicators, will be used to evaluate a minimum of one standard per year will be conducted annually to ensure parent / guardian involvement and communication are meaningful and relevant. The Rochester Community Schools Community Relations Department will provide the appropriate evaluation instrument and facilitate the survey process and results.

Approved: January 27, 2003

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NATIONAL PTA PARENT INVOLVEMENT QUALITY INDICATORS

The following quality indicators have been adopted by National PTA and are a resource for Rochester Community Schools staff members, parents and community members to use when establishing parent/guardian and community involvement programs.

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

- Use a variety of communication tools on a regular basis seeking to facilitate two way interaction through each type of medium.
- Establish opportunities for parents and educators to share “partnering information” such as student strengths and learning preferences.
- Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.
- Distribute report cards and regular progress reports to parents. Provide support services and follow up conferences as needed.
- Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision making process as appropriate.
- Conduct regular conferences with parents, with follow-up as needed. These should accommodate the varied schedules of parents, language barriers, and the need for childcare.
- Encourage immediate contact between parents and teachers when concerns arise.
- Distribute student work for parental comment and review on a regular basis.
- Translate communications to assist non – English speaking parents.
- Communicate with parents regarding misbehavior or failure.
- Provide opportunities for parents to communicate with principals and other administrative staff.
- Promote informal activities at which parents, staff, and community members can interact.
- Provide staff development to teachers and support staff regarding effective communication techniques and the importance of regular two-way communication between the school and family.

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

- Communicate the importance of positive relationships between parents and their children.
- Link parents to programs and resources within the community that provide support services to families.
- Reach out to all families, not just those who attend parent meetings.
- Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity.
- Provide parent/family information and resources in an accessible area to support parents and families with training, resources, and other services.
- 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.

- Seek and encourage parent participation in decision making that affects students when appropriate.
- Inform parents of the expectations for students in each subject at each grade level. Example: Meet the Teacher Night/Open House.
- Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
- Regularly assign interactive homework that will require students to discuss and interact with their parents about what they are learning in class.
- Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.
- Involve parents in setting student goals each year and in planning for post-secondary education and careers. Encourage the development of a personalized education development plan for each student, where parents are full partners.
- Provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education.

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

- 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.
- Provide opportunities for parents to volunteer in areas of their interests and talents, and according to their availability, then coordinate the parent resources with those that exist within the school and among the faculty.
- Ensure that parents who are unavailable to volunteer in the school building are given the options for helping other ways at home, or place of employment.
- Organize an easily accessible program for utilizing parent volunteers, providing ample training on volunteer procedures and school protocol.
- Develop a system for contacting all parents to assist as the year progresses.
- Design opportunities for those with limited time and resources to participate by addressing childcare, transportation, work schedule needs and so forth.
- Show appreciation for parents' participation and value their diverse contributions.
- Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.
- Ensure that volunteer activities are meaningful and built on volunteer interests and abilities, as well as, fill the need within the classroom.

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

- Provide understandable, accessible, and well-publicized processes for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.
- Encourage the formation of PTAs or other parent groups to identify and respond to issues of interest to parents.
- Include parents on decision making and advisory committees and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety and personnel.
- Provide parents with current information regarding school policies, practices, and both student and school performance data.

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- Enable parents to participate as partners when setting school goals, developing or evaluating programs and policies or responding to performance data.
- Encourage and facilitate active parent participation in the decisions that affect all students such as the process for student placement, course selection and individual personalized education plans.
- Treat parent concerns with respect and demonstrate genuine interest in developing solutions.
- Promote parent participation on school district, state, and national issues.
- 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.

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

A survey to assess a minimum of at least one standard per year for parent/guardian involvement will be conducted annually to ensure involvement and communication are meaningful and relevant. The Rochester Community Schools Community Relations Department will provide the appropriate evaluation instrument and facilitate the survey process and results.