

PARENT INVOLVEMENT IN EDUCATION

The Board of Directors recognizes that a student's education is a responsibility shared by the school, the student, and the family. Research indicates that involvement of parents in support of the child's education increases student achievement. Schools and parents must work as partners if the school system is to meet its goal of educating students effectively.

It is the intent of the Board that the school system promote parent involvement by:

- A. Establishing meaningful two-way communication between school, teachers and home;
- B. Promoting responsible parenting;
- C. Encouraging parents/guardians to play an integral role in assisting student learning;
- D. Assisting parents in their efforts to support, reinforce, and extend their children's learning;
- E. Informs parents about school programs and curriculum and provides opportunities for input;
- F. Providing opportunities for parents/guardians input in school programs and curriculum;
- G. Respecting parents/guardians as partners in decisions affecting children and families;
- H. Welcoming parents/guardians as visitors to the schools;
- I. Engaging in meaningful parent/guardian-teacher conferences to discuss student progress toward meeting the content standards of the system of Learning Results and other learning goals, individual instructional needs and student welfare issues;
- J. Communicating with parents/guardians about school system policies and regulations;
- K. Encouraging parents/guardians to volunteer in the schools and school-related activities;
- L. Encouraging parents/guardians involvement through RSU No. 5 parent groups and Board and school advisory committees;
- M. Supporting appropriate professional development opportunities that enable staff members to increase the effectiveness of parent/guardian involvement strategies;
- N. Encouraging school administrators to set expectations and create a climate conducive to parent participation;
- O. Developing methods to accommodate and support parent/guardian involvement for those with special needs, such as limited English proficiency; and
- P. Assessing the effectiveness of parent/guardian involvement efforts.

The Board expects parents to:

- A. Make every effort to provide for the physical well-being of their children;
- B. Establish a home environment that supports learning and appropriate behavior;
- C. Strive to prepare the student emotionally and socially so that the student is receptive to learning, discipline, and behavioral expectations;
- D. Have students attend school regularly and on time;
- E. Help students to develop good study habits;
- F. Monitor their student's learning progress;
- G. See that their child participates in remedial activities and/or additional instruction, as recommended, to provide them with the opportunity to progress toward meeting the content standards of the system of Learning Results and other instructional goals and objectives;
- H. Review their children's homework and reinforce reading, math, and other skills;
- I. Become familiar with school rules and procedures;
- J. Discuss problems and concerns with appropriate persons;
- K. Participate in conferences with teachers and other professional staff,
- L. Cooperate with the schools system to develop a positive self-concept and positive outlook on learning for each child;
- M. When practicable, volunteer in the schools and/or in support of school activities;
- N. When practicable, participate in RSU No. 5 parent groups, advisory committees and other opportunities to support student learning; and
- O. Provide feedback concerning the effectiveness of the schools' parent involvement efforts.

Cross Reference: KBF - Parent Involvement in Title I

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