



Shelton School District
INSPIRE | CHALLENGE | EMPOWER

BOARD POLICY

Policy No. 2180
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INSTRUCTION

Parent, Family and Community Partnerships

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

A. 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 include as part of their three year School Improvement Plan cycle a plan to achieve the following goals:

1. Multiple techniques that assure (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. (Fully implement Family Friendly Schools Initiatives).
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.

B. District Level: Expectations, Support and Resources

The success of each school's plan depends upon its appropriateness to the school's service area. Just as those plans must meet the expectations of this policy, they must have the support of the district. The district shall develop a three year plan to achieve the following goals:

1. In-service training enables teachers and administrators to perfect their skills in working with parents and families as partners in students' learning.
2. Financial and staff resources are allocated to assist and support the implementation of individual school plans.
3. When hiring and promoting personnel, consideration is given to experience and performance in developing effective parent, family and community partnerships.

ADVOCACY

- A. The board shall use polling, community meetings and participation in the meetings of other organizations to (1) understand public expectations for the schools and (2) explain the school's work in strengthening parents' and families' ability to support students' academic and civic development.