

PENN MANOR SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED: August 19, 2013

REVISED:

917-AR-0. PARENTAL/FAMILY INVOLVEMENT

The district believes that the meaningful involvement of parents/guardians and other caregivers in the schools attended by their children significantly improves the quality of the learning experience. Consistent communication and cooperation among all parties will result in enhanced academic performance, improved behavior, better social growth and reduced absenteeism.

Therefore, all parents/guardians and caregivers of students enrolled in the district are encouraged to take an active role in the education of their children.

In addition, all professional staff members must make efforts and take necessary actions to facilitate a broad variety of opportunities for parents/guardians and caregivers to connect frequently with the schools in which their children are enrolled, and with the district.

Building principals will advocate effective, comprehensive parental/family involvement programs that promote parents/guardians and caregivers becoming active partners in their children's education. Principals will annually provide to the Superintendent at the end of the school year a report on parental involvement programs and efforts in their schools.

The following are examples of parental involvement programs and actions for principals to consider:

1. Keep parents/guardians thoroughly informed about their student's school and education:
 - a. Develop and distribute a comprehensive student handbook.
 - b. Distribute information to parents/guardians on school visitation nights.
 - c. Ensure progress reports and report cards are received and contain relevant information regarding the student.
 - d. Hold annual open houses and exhibit student works and achievements.
 - e. Schedule parent-teacher conferences.
 - f. Assign home visits.
 - g. Publish school newsletters.

- h. Host financial aid nights for secondary students and parents/guardians.
2. Encourage involvement in student's school and education:
 - a. Support and encourage parent/guardian volunteer opportunities.
 - b. Work with building PTA/PTO to promote parent/guardian involvement opportunities.
 - c. Develop and use outreach programs to enlist community resources.
3. Establish effective two-way communication between all parents/guardians and the Board, administration and district staff members:
 - a. Host monthly principal coffees or meet-and-greets.
 - b. Work with leadership of building PTA/PTO to solicit ways to ensure parental input and discussion.
 - c. Train staff on how to collaborate effectively with families of diverse backgrounds, including issues that may impede parental participations, such as language difficulty, illiteracy, etc.
4. Seek the advice of parents/guardians on school governance issues and methods to meet the district's educational mission and goals:
 - a. Work with PTA/PTO leadership to schedule open meetings for parents/guardians to give input and participate in discussions.
 - b. Establish a school-community advisory committee to identify, consider and discuss educational and school issues.
5. Inform parents/guardians about how they can assist their student's learning and academic achievement:
 - a. Provide information at open meetings and through written materials that inform about student's proficiency on state and district content standards, how progress will be measured, and how parents/guardians will be informed.
 - b. Provide information on methods to use at home to help students learn that relate to classroom instruction and activities.
 - c. Provide programs and presentations on how to establish a home environment that supports learning and appropriate behavior.
 - d. Maintain a homework helpline.

Parent-Teacher Conferences

Parent-teacher conferences provide focused two-way communication between home and school and can establish, through mutual reinforcement, a strong base on which to support the student in both environments.

Teachers and parents/guardians should attempt to produce the following results from such opportunities:

1. Student gains security in knowing that his/her strengths and problems are known and are being shared with those who need to know.
2. Parents/Guardians and teachers and other staff members get to know and communicate with each other on a personal level.
3. Parents/Guardians become better informed about the school's programs and objectives and gain a better understanding of the student's progress in relation to those.
4. Teachers and other staff members acquire important knowledge about the student's background, aptitudes, interests and problems.
5. By obtaining a broader understanding of a student's present achievement in relation to proven ability and prior achievement, parents/guardians and teachers and other staff members can determine what each should do in their respective areas of responsibility to best assist in the education of the student.