

FAMU DEVELOPMENTAL RESEARCH SCHOOL

Parent & Family Involvement in Education Policy

Title: Parent/ Family Involvement

Policy:

The School Board of Florida Agricultural and Mechanical University Developmental Research School believes that the education of children is a responsibility that is shared by parents, families, the school system and the community. The purpose of this policy is to promote meaningful parent and family participation and to identify standards for effective parent/ family involvement. Furthermore, we encourage the regular participation by parents of all children to ensure a strong home-school partnership and to promote and increase effective, well structured, and comprehensive parental/ family involvement practices.

The School board adopts the following standards as set forth in the “National Standards for Parent and Family Involvement Programs,” developed by the National PTA.

- Communicating – Communication between home and school is common, consistent, two – way and meaningful.
- Parenting – parenting skills are promoted and supported.
- Volunteering – parents are welcome in school, and their support and assistance are actively sought and appreciated.
- School Decision – Making and Advocacy – Parents are full partners in decisions that affect children and families.
- Collaborating with the community – Community resources are used and/ or redirected to strengthen schools, families and student learning.

In keeping with the belief that learning should take place at home, in school and in the community, and with research showing that parent involvement is the single most important indicator of school success, the School Board makes the following Assumptions about:

Parent’s Responsibilities:

- In order for students to achieve, parents must provide a climate in the home that supports education; sets high but reasonable expectations for student learning; and be involved in their children’s education at school and in the community.
- Students whose parent are involved in the above manner have better grades, higher test scores, better attendance records and more homework assignments completed.
- Regardless of socio-economic status, ethnic / racial background or education levels, when parents are involved in the educational process of their children, students achieve more.

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- When parents and teachers collaborate, there are higher expectations for the student's success.
- There are significant benefits for learners when parents of students at all ages and all grade levels are directly involved with their education.
- There are many different ways for parents to be involved in their child's education. To have long-lasting results, parent and family involvement activities must be planned, continuous, inclusive and comprehensive.

School's Responsibility:

- Schools that work well with families improve teacher morale and engender more teacher support by parents.
- When parents receive frequent and effective communication from a school, their attitude about the school is more positive and their involvement increases. A school's practices to inform and involve parents are strong determinants in the frequency and quality of parent involvement.
- Parents contribute most effectively to improved student achievement and school effectiveness when they are treated as equal partners and given needed information in a timely manner.
- Parent and family involvement is a critical component of school reform. It is not a substitute for high quality educational programs, effective instruction or systemic research- based school improvement.

This policy incorporates the requirements under the *No Child Left Behind Act of 2001, section 1118 of the Elementary and Secondary Act*. In doing so, the School Board makes the following **Assurances**:

The LEA will put into operation programs, activities, and procedures for the involvement of parents in its school with Title I, Part A programs consistent with Section 1118 of the ESEA. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;

Consistent with Section 1118, the LEA will work with its school to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;

The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;

In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including

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providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];

If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the Plan when the LEA submits the Plan to FLDOE;

The LEA will involve the parents of children served in the Title I, Part A school in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school;

The LEA will be governed by the statutory definition of “parents” and “parental involvement” defined in Section 9101 (31-32), and expects that its Title I school will carry out programs, activities, and procedures in accordance with this definition; and

The LEA will inform parents and parent organizations of the purpose and existence of both Parent Information and Resource Center(s) (PIRC) in the state.

Adopted: 02/16/2012