

Commodore Perry Elementary School

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Parent and Family Engagement Policy

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Standard I. Communicating

"Communication between home and school is regular, two-way, and meaningful."

It is the belief of the Commodore Perry School District that communication is the foundation of a solid partnership. When parents and educators communicate effectively, positive relationships develop, problems are more easily solved and students make greater progress.

Program Objectives

- A variety of communication tools will be readily available and utilized on a regular basis, seeking to facilitate two-way interaction through each type of medium.
- Opportunities for parents and educators to share partnering information such as student strengths and learning preferences will be provided.
- Clear information regarding school activities, student services, and optional programs will be provided to each family in the Commodore Perry School District.
- Report cards and regular progress report will be given to parents. Structured support services and follow-up conferences will be provided as needed.
- Information on discipline procedures, assessment tools, and school goals, will be disseminated.
- Conferences with parents will be conducted at least once a year, with follow-up as often as needed. This will accommodate the varied schedules of parents, language barriers, and the need for child care.
- Immediate contact between parents and teachers will be encouraged when concerns arise.
- Student work will be distributed on a regular basis.
- Communication to assist non-English-speaking parents (*when applicable*)
- Communication with parents will be conducted regarding positive student behavior and achievement, not just regarding misbehavior or failure.
- Opportunities are provided for parents to communicate with principals and other administrative staff.
- Informal activities will be promoted, in which parents, staff, and community members interact.

- Staff development regarding effective communication techniques and the importance of regular two-way communication between the school and family will be reviewed on a regular basis.

<i>Standard II. Parenting</i>

“Parenting skills are promoted and supported.”

Parents are a child’s life support system. Consequently, the most important support a child can receive comes from the home. Commodore Perry school personnel support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role. From making sure that students arrive at school rested, fed, and ready to learn, setting high learning expectations, and nurturing self-esteem, parents sustain their children’s learning.

Program Objectives

- Communication of the importance of the positive relationships between parents and their children will be conducted on a regular basis.
- Parents will be linked to programs and resources within the community that provide support services to families.
- Ongoing, active attempts will be made to reach out to all families, not just to those who attend parent meetings.
- Staff members will be encouraged to demonstrate respect for families and the family’s primary role in the rearing of children to become responsible adults.

<i>Standard III. Student Learning</i>
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“Parents play an integral role in promoting and assisting student learning.”

Student learning increases when parents are invited into the process by helping at home. Enlisting parents’ involvement provides educators and administrators with a valuable support system-creating a team that is working for each child’s success.

Program Objectives

- Parental participation in decision-making that affects student learning will be enlisted and encouraged.
- Parents will be informed of the expectations for the students in each subject at each grade level.
- Information will be provided regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
- Workshops will be sponsored or information distributed to assist parents in understanding how students can improve skills, get help when needed, meet class expectations and perform well on assessments.
- Opportunities for staff members to learn and share successful approaches to engaging parents in their child's education will be provided.

Standard IV. Volunteering

“Volunteering – when encouraging and positive – is promoted and supported.”

Parents are welcome in the school, and their support and assistance are sought. When parents volunteer, both families and schools reap benefits that come in few other ways. Studies have concluded that volunteers express greater confidence in the schools where they have opportunities to participate regularly. Obviously, the school may be called on to make difficult decisions regarding volunteer opportunities based on clearances and student safety.

Program Objectives

- Office staff greeting, signage near entrances, and any other interactions with parents will be developed as a way to create a climate in which parents feel valued and welcomed.
- Parents will be surveyed (*formally or informally*) periodically regarding personal interests, talents and availability. Information will be reviewed and appropriate parent resources will be sought and made available within the school setting or provided in the home (i.e. Family Center personnel).
- Parents who are unable to volunteer in the physical school building will be given opportunities to help in other ways, at home or via their place of employment.
- A system for contacting all parents to assist as the year progresses will be developed (i.e. PTO processes).
- Appreciation for parents' participation will be demonstrated and their diverse contributions will be recognized.
- Staff members will be educated in creating an inviting climate and effectively utilizing volunteer resources.

Standard V. School Decision Making and Advocacy

“Parents are full partners in the decision(s) that affect children and families.”

Studies have shown that schools where parents are involved in decision making and advocacy have higher levels of student achievement and greater public support. We value the parent-school partnership.

Program Objectives

- Commodore Perry School District will provide understandable, accessible, and well-publicized processes for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.
- The formation of a Title I Parent Advisory Council to identify and respond to issues of interest to parents will be encouraged.
- Parents will be included on all decision-making and advisory committees, and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety, and personnel. Where site governance bodies exist, give equal representation to parents.
- Parents will be provided with information regarding school policies, practices, and both student and school performance data.
- Parents will be enabled to participate as partners when setting school goals, developing or evaluating programs and policies, or responding to performance data.
- Parental concerns will be taken under advisement and discussed with appropriate district personnel.
- Parent participation will be promoted on school district, state and national committees and issues.

Standard VI. Collaborating With Community

“Community resources are used to strengthen schools, families, and student learning.”

As part of the larger community, schools and other programs fulfill important community goals. In like fashion, communities offer a wide array of resources valuable to schools and the families they serve.

Program Objectives

- Information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community will be distributed when available.

- Partnership will be developed with local businesses and service groups to advance student learning.
- Student participation in community service will be fostered.
- Community members will be involved in school volunteer programs to enhance student academic skills.
- Information will be made available to the entire school community, including those without school-age children, regarding school programs and performance.
- Collaboration with community agencies to provide families with support services and adult learning opportunities, enabling parents to more fully participate in activities that support education, will be made.
- Staff members will be informed of the resources available in the community and strategies for utilizing those resources.