
**CARROLL COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE REGULATIONS**

BOARD POLICY KC: PARENT/FAMILY/COMMUNITY INVOLVEMENT

RATIONALE

Family involvement in education is moving to the top of the national agenda. Parent, family, and community involvement in education must remain dynamic to provide emotional, informational, and academic support to traditional and non-traditional families as they confront the challenging task of raising their children.

As the demographics of Carroll County change, parent, family, and community involvement in education is gaining significant attention and interest. The emphasis is on open and ongoing, two-way, meaningful communication between home and school; partnerships with parents throughout the school system; community outreach; and resources for parenting skills, student learning, and volunteering in schools.

Parent, family, and community involvement is an evolving, dynamic movement composed of programs, principles, and approaches. To support this position, the following administrative regulations have been developed to provide systemic consistency throughout the entire Carroll County Public School system.

I. DEFINITIONS

The following definitions shall apply to these administrative regulations:

1. Parent - the adult(s) responsible for the direct care of the child, i.e., biological parent(s), custodial parent(s), guardian(s), foster parent(s).
2. Family - the people directly involved with the well being of the child, i.e., brother(s), sister(s), aunt(s), uncle(s), grandparent(s).
3. Community - all other people involved in supporting the child, i.e., neighbors, school, businesses, etc.
4. Parent Involvement - any action or behavior, which directly or indirectly enhances or encourages a child's education, i.e., providing breakfast for the child prior to going to school, reviewing homework with the child each night, being active in a PTA/PTO, communicating often with teachers, serving on committees, attending school functions, etc.

II. COMMUNICATIONS

The following techniques are expected methods for encouraging effective home/school communication:

1. Use a variety of communication tools in a clear, concise format to facilitate ongoing, two-way, meaningful interaction, i.e., assignment books, notes and letters, phone calls, and emails.
2. Provide opportunities for parents to communicate with principals and other administrative staff, i.e., home visits, follow-up conferences, evening meetings, etc.
3. Offer information regarding effective communication techniques and the

importance of ongoing, two-way, meaningful communication between the school and the family.

4. Supply clear information regarding student course expectations and offerings, school activities, student services, and optional school programs.
5. Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals.
6. Provide opportunities for parents to review student work.

III. PARENTING

The following techniques are expected methods for fostering and supporting parenting skills:

1. Use varied methods, media, and languages to provide parents with information about their rights and responsibilities with regard to grading and discipline policies.
2. Create parent resource centers and other forms of support for parents so that they can fully participate in the education of their children.
3. Provide parents with information concerning programs and resources within the CCPS school system, as well as within the community, that provide support services to families.
4. Reach out and recruit all families to participate.
5. Encourage system/school-generated committees and task forces to offer an opportunity for parent representatives to participate.

IV. STUDENT LEARNING

The following techniques are expected methods for assisting parents with student learning:

1. Provide information to staff members on successful approaches for engaging parents in their child's education.
2. Encourage parents to set educational goals for their children and plan for post-secondary education and careers.
3. Sponsor workshops and/or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.

V. VOLUNTEERING

The following techniques are expected methods for seeking, encouraging, and recognizing volunteers:

1. Ensure that greetings by staff, sign-in stations near the entrances, and any other interaction create a climate in which volunteers feel valued and welcome.
2. Survey volunteers regarding their interests, talents, and availability, and then coordinate the volunteer resources with those that exist within the school and among the faculty.
3. Provide recognition for all volunteers.
4. Create an inviting climate and effectively utilize volunteer resources.
5. Offer volunteer opportunities for those who are unable to volunteer in the school building or during regular school hours.
6. Communicate the need for volunteers throughout the school year.

VI. DECISION MAKING AND ADVOCACY

The following techniques are expected methods for involving parents and the community in decisions throughout the school system:

1. Provide information to the public concerning the school system's decision-making process and the methods for providing input to the local schools, to the Superintendent's office, and to the Board of Education regarding decision making, raising issues or concerns, appealing decisions, and resolving problems.
2. Encourage the formation of PTA/PTO or other parent groups to identify and respond to issues of interest to parents.

VII. COLLABORATING WITH COMMUNITY

The following techniques are expected methods for involving the community at large with the education of all students:

1. Develop partnerships with local business and service groups to advance student learning and assist schools and families.
2. Foster student participation in community service.
3. Inform staff members of the partnerships available in the community.
4. Involve community members in school volunteer programs.
5. Include parent representatives on advisory committees and on school improvement teams.
6. Appoint parent representatives on all screening and interview committees for the selection of principals, assistant principals, instructional supervisors, and assistant instructional supervisors.
7. Appoint parent representatives from each school to the human sexuality committee.
8. Seek parent representation on system and school committees as needed.
9. Promote parent participation on school, district, state and national committees.
10. Provide professional development to school and central office staff to ensure that a family-friendly atmosphere and cultural proficiency exist in the school system.
11. Collaborate with community agencies to provide schools with such services as wellness, healthcare, social services and childcare.
12. Provide workshops for parents and community members on leadership and effective involvement with schools.