

PARENT/FAMILY INVOLVEMENT

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 of Broward County has identified ***“Empowering Parents and Community Through Participation”*** as a major system priority. The purpose of this policy is to promote meaningful parent and family participation and to identify standards for effective parent/family involvement.

Other School Board policies that directly support parent/family involvement are: School Accountability and Improvement; Communication and Public Engagement; and Standards of Student Services.

The parent/family involvement policy is adapted from “National Standards for Parent and Family Involvement Programs,” developed by National PTA, and is consistent with the State of Florida Goal 8 for Parental/Family and Community Involvement.

Authority: F. S. 230.22(1)(2)

Policy Adopted: 9/15/98

I. Parents’ Responsibilities

A. Assumptions:

1. In order for students to achieve, parents must provide a climate in the home that supports education; set high but reasonable expectations for student learning; and be involved in their children’s education at school and in the community.
2. Students whose parents are involved in the above manner have better grades, higher test scores, better attendance records and more homework assignments completed.
3. Regardless of socio-economic status, ethnic/racial background or education level, when parents are involved in their children’s education process, students achieve more.
4. When parents and teachers collaborate there are higher expectations for the students’ success.
5. There are significant benefits for learners when parents of students at all ages and all grade levels are directly involved with their education.
6. 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.

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II. Schools' Responsibilities

A. Assumptions:

1. Schools that work well with families improve teacher morale and engender more teacher support by parents.
2. 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.
3. 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.
4. 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.

III. Standards for Family Involvement*

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

*Adopted from "National Standards for Parent/Family Involvement Programs," used by permission of National PTA.