

This information can be accessed on the Federation of Families of SC website:  
[www.fedfamsc.org](http://www.fedfamsc.org) Services/Resources tab-( password- ffscfamilies )

Federal and State mandates require schools to address parent/family involvement in their child's education. Mandates and policies are not what guide strong family involvement plans, however, there are certain requirements that must be met as a result of laws such as No Child Left Behind and IDEA.

Many states, districts and schools have their family involvement policies readily available online. You may want to review some of the more comprehensive policies that we have found and compare your district or school policy.

## **STATE OF MICHIGAN STATE BOARD OF EDUCATION FAMILY INVOLVEMENT POLICY**

The State Board of Education believes that the education of students is enhanced by the involvement of parents and families in their children's education. We advocate strong connections between the home, school, and the community as one means of reducing barriers to student achievement. Studies demonstrate that when parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced. Education is an integral part of our society. It is important for all parties to be at the table, providing input and resources to better the learning outcomes for our students. Working in genuine partnerships is mutually beneficial. Developing cooperative efforts and meaningful involvement contribute to improved schools and successful students.

Schools must welcome the public's involvement, and recognize and tap the strengths, dynamism, and resources of all those who wish to participate with the schools in practical and tangible ways. Teacher training institutions also have a responsibility to provide training in family involvement.

The State Board of Education hereby recommends that every school district develop a Family Involvement Plan, which will engage families, educators, businesses, and other community members in education. Such plans will include outreach strategies, related home learning activities, community resources, and supportive school and district policies and actions.

The State Board of Education will disseminate model family involvement plans to assist local districts and school buildings in developing local plans.

Adopted May 15, 1997

# California State Board of Education Policy 89-01 SUBJECT DATE

## **Parent Involvement\* in the Education of Their Children**

**September 1994** REFERENCES HISTORICAL NOTES Originally adopted January 1989. Revised September 1994

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home in their children's education improves student achievement. Furthermore, when parents are involved at school, their children go farther in school, and they go to better schools.

From research studies to date, we have learned the following important facts:

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well-planned.
4. The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
5. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
6. Children from low-income and culturally and racially diverse families have the most to gain when schools involve parents. The extent of parent involvement in a child's education is more important to student success than family income or education.
7. We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

Schools that undertake and support strong comprehensive parent involvement efforts are more likely to produce students who perform better than identical schools that do not involve parents. Schools that have strong linkages with and respond to the needs of the communities they serve have students who perform better than schools that don't. Children who have parents who help

\* "Parent involvement" refers to the efforts of any caregiver who assumes responsibility for nurturing and caring for children, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc. Many schools are now using the alternative term "family involvement."

California State Board of Education

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# Indiana State Board of Education

## **WHAT A LOCAL FAMILY INVOLVEMENT POLICY SHOULD INCLUDE**

The process of developing a local policy should include community-based organizations, teachers, administrators, businesses, parents, students, and key stakeholders. The local policy should consider addressing the following:

Opportunities for parents to share in decision-making regarding school policies and procedures affecting their children.

Regular communication to parents about the objectives of educational programs and their child's participation and progress in those programs.

Professional development for teachers and staff to enhance their effectiveness with parents.

Linkages with special service agencies and community groups to address key family and community issues.

Involvement of parents of children at all ages and all grade levels.

Outreach to encourage participation of parents who might have low-level literacy skills and/or for whom English is not their primary language.

Recognition of diverse family structures, circumstances and responsibilities, including differences that might impede parent participation. The person(s) responsible for a child may not be the child's biological parent(s), and policies and programs should include participation by all persons interested in the child's educational progress.

Parent and student legal rights and responsibilities.

The policy should be adopted by the School Board, posted in each school's office, and sent home to parents each school year.

### **NORTH CAROLINA STATE BOARD OF EDUCATION**

#### **Policy Manual**

#### **Policy Identification**

**Priority:** Strong Family, Community, and Business Support

**Category:** Parent and Family Involvement

**Policy ID Number:** FCB-A-000

**Policy Title:** Parent/Family Involvement

**Current Policy Date:** 06/30/2005

**Other Historical Information:**

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**Parent/Family Involvement Policy**

The North Carolina State Board of Education recognizes that parents/guardians, families, schools, and the community share the responsibility for the education of our children. Creating positive home, school, and community partnerships is essential to carrying out this shared responsibility successfully. To support the State Board's strategic priority and the North Carolina Department of Public Instruction's (NCDPI) efforts promoting high student performance, school administrators, teachers and parents/guardians must work as knowledgeable partners.

The State Board believes that schools must create an environment that is conducive to learning and supports strong family partnerships. Collaboration between all school personnel and parents/guardians is essential to support student learning. School personnel will encourage and involve parents/guardians of children at all ages and grade levels by providing and respecting a variety of opportunities for involvement, while recognizing and respecting the diverse needs of families in their community. The NCDPI, local school districts and school personnel, in collaboration with parents/guardians, shall establish programs and practices that enhance parent/guardian involvement and reflect the specific needs of students and their families.

Local school districts, in collaboration with parents/guardians, teachers, students, and administrators must establish and develop efforts that enhance parental involvement and reflect the needs of students, parents/guardians and families in the communities they serve. In order to enhance parental involvement, schools should promote the following essential elements:

- **Communication.** Facilitate regular, two-way, and meaningful communication between home and school. (Communication should be in a format that parents/guardians understand.)
- **Parenting.** Promote and support responsible parenting.
- **Student Learning.** Inform and involve parents and caregivers in children's learning activities so that they may play an integral role in assisting student learning.
- **Volunteering.** Ensure that parents/guardians are welcome in the school and seek their support and assistance in a variety of ways.
- **Advocacy and Decision-Making.** Include parents/guardians as partners in the decisions that affect children and families.
- **Training.** Assess the parents' informational needs and provide parent training based upon those needs.
- **Community Collaboration.** Collaborate with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning.
- **Student Health.** Promote health awareness among parents/guardians by addressing the need for health programs and student health services, which are linked to student learning.

The State Board supports the NCDPI in its role to foster wider and substantive family and community involvement by:

- Identifying and sharing information with parents/guardians and families about effective educational programs;
- Collecting and disseminating information about current research, model programs, and best practices for family/school/community involvement programs;
- Providing information on effective funding sources for the development, implementation, and evaluation of programs;
- Coordinating state-level efforts to work with the private sector, foundations, and other public agencies regarding funding educational initiatives; and
- Working in partnership with higher education to address strategies for parent/family involvement in the coursework for teacher training programs.
- Working with parents/guardians to identify and access health services and programs for parents

and family.

The State Board recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. The NCDPI shall develop and implement guidelines that support professional development opportunities for school personnel to enhance understanding of effective parent involvement strategies and to develop and implement practices that involve parents/guardians in a meaningful way in the education of their children.

In addition to programs at the school level, the State Board endorses each school district's development, implementation, and regular evaluation of a program(s) to involve parents/guardians using, to the degree possible, the components listed above. These partnerships are mutually beneficial. Developing cooperative efforts and linking access to resources will ensure improved academic achievement for all students, as well as quality schools.

Engaging parents is essential to improved student achievement and to realize our mission: **North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.**