

★ The POWER of ★ *Moving From Policy to Practice*

POLICY TO PRACTICE PLANNING GUIDE

The Family Engagement Action Plan, Parent Involvement Policy and Parent Involvement Compact work together to provide schools with a framework for Family Engagement. All three of these documents should be used together to give meaning and provide direction as it relates to engaging families.

Policy Defined

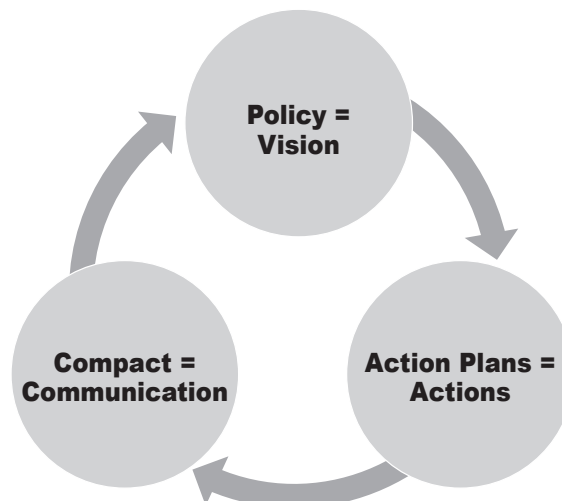
The Parent Involvement Policy makes a statement about the value of home-school partnerships. It also specifies how the school will fulfill its obligations to parents. These obligations include, but are not limited to sharing information about: curriculum, standards, assessment and family activities clearly linked to improving student achievement.

Compact Defined

The Parent Involvement Compact is a written agreement between teachers, students and parents. It is a commitment to share responsibility for student learning. Overall, if the Compact is taken seriously and implemented effectively, it will assure that there will be support for the academic success of every student by enhancing effective communications between school and the home.

Action Plan Defined

The Family Engagement Action Plan describes the actions the school will implement to fulfill the goals and strategies written in the Parent Involvement Policy and the goals and pledges of the Parent Involvement Compact. School data should be used to guide the specific goals of the Family Engagement Action Plan. The academic, behavioral, relationship building and any other goals of the Action Plan should work to engage families and the community in achieving success for all students.



KEY CONSIDERATIONS FOR PARENT INVOLVEMENT POLICY

- What do we believe about the impact of family-school partnerships on raising student achievement?
 - How will we make sure that ALL families feel welcome in our school? How will we bridge cultural differences and communicate that every family is valued?
 - How can we help parents understand that we value their input and want to work with them to help their children be successful?
 - How will our Policy reflect our school culture?
 - How will we help parents overcome challenges so that they can be involved in their children's education? How will we identify those challenges? How will we know if we have been effective in addressing those challenges?
 - When will we offer training to parents in our decision-making practices and how to advocate for children? Who will be responsible for this?
 - How will we evaluate how effective our practices of working with families are? What staff development does our staff need to improve their practices? Who will provide this training? When?
 - How will we ensure that staff and families understand what it means to be a part of a school?
 - Is our Compact an extension of our Parent Involvement Policy?
 - How will we introduce our Policy to staff, families and students? How will we embed its principles into the overall operation of the school?
 - How will our Family Engagement Team coordinate our efforts in all of these areas?
 - How will we align our Parent Involvement Policy with our School Improvement Plan, Family Engagement Action Plan and Parent Involvement Compact?
 - Other consideration(s): _____
-

SAMPLE PARENT INVOLVEMENT POLICY

Wonderkid Academy Parent Involvement Policy

Wonderkid Academy is committed to providing students with high quality instruction in a supportive and effective learning environment. Acknowledging that families are the first and primary educators of our students, the staff at Wonderkid Academy will do the following to ensure a partnership with all families.

- Create a welcoming environment for all members of the school community
- Coordinate and support home-school connections and parent involvement activities with the Family Engagement Team
- Provide staff training in parent involvement research and best practices as well as how to work with all different kinds of families
- Ensure that all staff has an understanding of parent involvement requirements
- Engage in regular, two-way communication between home and school about student learning and social/emotional development
- Inform parents throughout the year about curriculum (*what is taught*), and assessments (*tests*) including work samples that show what quality work should look like
- Report school and individual assessment results to parents
- Utilize a Compact which describes the roles and shared responsibilities of school staff, parents and students in increasing student achievement
- Conduct an informational meeting on services and keep parents well informed of their rights for involvement in their child's education
- Identify and address challenges to parent participation in all activities offered to families
- Recruit parents so that all activities and committees that have parent participation reflect student population
- Offer training in advocacy and in the decision-making processes (*such as Site Council*) so that parents can have authentic participation in school improvement planning and decisions about the education of their individual children
- Support parents with their students learning at home with teacher provided materials and training
- Work with community members to connect students, families and staff with community services and to support student learning

These strategies will be documented through the Wonderkid Academy master calendar. Survey data will be used for planning and evaluation of the program. Parents, school staff and community members will review and/or revise the Parent Involvement Policy and Compact annually.

KEY CONSIDERATIONS FOR PARENT INVOLVEMENT COMPACT

- What is our definition of a successful partnership with parents?
 - What do we need parents, students and teachers to commit to in our partnership?
 - Can the Compact be used to support the communication expectations of our staff, students and parents?
 - Will our Compact be a tool that supports:
 - Increased student achievement?
 - Consistent homework expectations?
 - Improved attendance?
 - Positive behavior?
 - Cultural proficiency?
 - How will our Compact reflect our school culture and speak to our school data?
 - Will our Compact address individual student and family needs?
 - When and how will we introduce the Compact to our staff, students and parents?
 - After Compacts are signed, when and how will Compacts be utilized or revisited?
 - How will you align your Parent Involvement Compact with your School Improvement Plan, Family Engagement Action Plan and Parent Involvement Policy?
 - Other consideration(s): _____
-

SAMPLE PARENT INVOLVEMENT COMPACT

The Wonderkid Academy Compact is an agreement between teachers, students and parents. By signing this Compact, we agree to work together as partners. We will motivate, challenge and inspire each other to provide the best learning environment for students.

<p>Teacher: I pledge to...</p> <ul style="list-style-type: none"> • keep parents informed about how and when to best reach me. • keep families informed about student progress and when there are academic concerns. • inform parents about my classroom expectations, grading system and homework policy. • offer differentiated instructional opportunities for all students as needed. • respect and appreciate the diversity of our school community. • participate in parent involvement activities designed to support parents and students. • Other: _____ <p>_____ <i>Teacher Signature</i></p> <p>_____ <i>Date</i></p>	<p>Student: I pledge to ...</p> <ul style="list-style-type: none"> • ask for help from my teacher and family if I am having trouble doing my work. • listen to directions and do my school work and homework to the best of my ability. • use my agenda to help keep me organized and to allow my teachers and parents to communicate with each other. • show respect to classmates, teachers and people of authority. • read at home on my own or with my family every day. • Other: _____ <p>_____ <i>Student Signature</i></p> <p>_____ <i>Date</i></p>	<p>Parent: I pledge to ...</p> <ul style="list-style-type: none"> • let teachers/principal know about questions or concerns I have as soon as they arise. • respect and appreciate the diversity of our school community. • help my child see how to use reading and math to pursue interests and goals. • read to or listen to my child read on a daily basis. • check my child's agenda every day and use it to communicate with teachers. • participate in parent involvement activities designed to support my child's learning. • Other: _____ <p>_____ <i>Parent Signature</i></p> <p>_____ <i>Date</i></p>
--	---	---

KEY CONSIDERATIONS FOR FAMILY ENGAGEMENT ACTION PLAN

- How does our Family Engagement Action Plan reflect the vision outlined in our Parent Involvement Policy?
 - How will we use school data and our School Improvement Plan to help us develop the goals for our Family Engagement Action Plan?
 - How will we ensure that initiatives are linked to the goals of the Family Engagement Action Plan?
 - How will we measure our results? How will we know we met our goals?
 - How can we include our Family Engagement Team in developing this plan?
 - How will we ensure that our implementation strategies include opportunities for building capacity?
 - How can we ensure this is a working document? What will we do if we determine one of our strategies is not working?
 - How will we use the Parent Involvement Compact to communicate the goals and strategies of the Family Engagement Action Plan?
 - How will we be certain that engaging families is the focus of our goals and implementation strategies?
 - How will the culture of our school impact the goals and initiatives in our Family Engagement Action Plan?
 - Other consideration(s): _____
-

SAMPLE FAMILY ENGAGEMENT ACTION PLAN

Elementary		Middle	
Goal 1—Academic: (A goal that engages families in supporting reading, writing, math, etc.)	Families will participate in at least 20 minutes of reading nightly (a family member and student reading together, student being read to or student reading aloud to a family member).	Families will participate in monitoring the students' goal to complete the 25-Book Campaign.	The number of families enrolled in Parent Assistant will increase.
How will we measure the results?	Weekly Reading Log will be completed by students and families.	Students will be required to submit parent signed reading logs.	The number of families enrolled in Parent Assistant will be calculated and compared to last year's number.
Possible ideas, activities and initiatives to support this goal:	A family reading night will be implemented to explain the importance of reading and staff will model how to read to and with children.	The school will host a 25-Book Campaign Kick-off Assembly at the beginning of the school year.	The families NOT enrolled in Parent Assistant will be identified. Personalized invitations will be sent inviting them to enroll.
	Weekly, monthly, quarterly, and yearly incentive programs will be implemented for students and families to receive rewards for meeting goals.	A quarterly incentive program will be implemented to reward students as they meet their goals.	Training for families will be provided on Parent Assistant throughout the school year.
Goal 2—Behavioral: (A goal that engages families in behavioral procedures.)	Families will be engaged in the processes and procedures of the BIST program and have tools to support the program at home.	Sixth grade families will be engaged in the processes and procedures of the school behavior program and have tools to support the program at home.	Freshman families will be engaged in the processes and procedures of the school behavior program and have tools to support the program at home.
How will we measure the results?	Parent and staff forums will be held at the end of the school year to discuss the effectiveness of the initiatives.	Parent and staff forums will be held at the end of the semester to discuss the effectiveness of the initiatives.	Parent and staff forums will be held at the end of the semester to discuss the effectiveness of the initiatives.
Possible ideas, activities and initiatives to support this goal:	An informational meeting will be held to inform families of procedures and provide tools to support them at home.	Incoming 6th grade families will be invited to an orientation meeting. School counselors will be available to discuss behavioral procedures and provide tools to support them at home.	Incoming freshman families will be invited to an orientation meeting. School counselors will be available to discuss behavioral procedures and provide tools to support them at home.
	A follow-up meeting will be held mid-semester or second quarter to reiterate procedures and to clarify purpose and understanding of procedures and tools provided.	Families will be personally invited to participate in Red Chair in order to observe classroom and school behavior procedures. Families will be invited to provide feedback on the procedures at the parent forum.	Staff will use the school newsletter(s) to remind students and families of the behavioral procedures - specifically during transitions such as Winter Break and Spring Break.
Goal 3—Relationship Building: (A goal that "Welcomes", "Honors" or "Connects" with families.)	Staff will increase the number of positive communications to families.	A school-wide communication plan that involves all staff and families will be created.	Staff will ensure that the signage (inside and outside of the building) is friendly and welcoming to the school community.
How will we measure the results?	Staff will use family contact logs to document all communication with families and compare it with the communication from the last school year's data. Families will be surveyed at the beginning and the end of the year.	Staff will document all Positive Postcards sent to families. Families will be surveyed to determine the effectiveness of the plan.	Families will be surveyed at the beginning and end of the school year to determine the effectiveness of the initiatives.
Possible ideas, activities and initiatives to support this goal:	Staff will receive professional development on best practices for effective communication with families.	Staff will receive professional development on the creation and implementation of the plan.	The Family Engagement Team, Site Council, Student Council and Leadership teams will work together to evaluate school signage and offer suggestions for improvement.
	Staff will write or call families before the school year starts and participate in Porch Visits to welcome families.	Staff will be given professional development and team meeting time to write and send cards.	Families will be invited to create a multicultural mural (utilizing the art department) that welcomes all families in their native language.
Goal 4—Other Goal: (A second Academic, Behavior or Relationship Building Goal, or a goal that is related to Transitions, Site Council, volunteering or collaboration with the community.)	The attendance and involvement of families and community members at Site Council meetings will increase.	The attendance and involvement of families and community members at Site Council meetings will increase.	The attendance and involvement of families and community members at Site Council meetings will increase.
How will we measure the results?	Attendance at this year's Site Council meeting will be compared to the attendance at last year's meetings.	Attendance at this year's Site Council meetings will be compared to the attendance at last year's meetings.	Attendance at this year's Site Council meetings will be compared to the attendance at last year's meetings.
Possible ideas, activities and initiatives to support this goal:	The staff will participate in community Porch Visits to invite businesses and community agencies to Site Council.	The staff will participate in community Porch Visits to invite businesses and community agencies to Site Council.	The staff will participate in community Porch Visits to invite businesses and community agencies to Site Council.
	Site Council will be project focused rather than information focused. Site Council members will be trained in order to be more effective advisors.	Site Council will be project focused rather than information focused. Site Council members will be trained in order to be more effective advisors.	Site Council will be project focused rather than information focused. Site Council members will be trained in order to be more effective advisors.

SUGGESTIONS FOR REVIEW, DEVELOPMENT AND IMPLEMENTATION

- Utilize the support of your Family Engagement Team.
- Start with the most current copies of the following: School Improvement Plan, Family Engagement Action Plan, Parent Involvement Compact and Parent Involvement Policy. *(These documents will serve as a starting point to generate ideas and to align school goals.)*
- Involve parents, teachers and students in the process. If they are included in planning, they will be more likely to support implementation.
- Have the school Site Council and/or Leadership Team review a draft of the Compact and Policy. The input given by these groups will be valuable in creating a complete perspective of the school community.
- Develop a plan for implementation—How will the Compact and Policy be presented and used throughout the year? In order for the Compact to be effectively utilized, a face-to-face conversation should take place between teachers, parents and students before signing. It should NOT be just another form to sign and file away. Below are some suggestions on how to present and utilize the documents:
 - Agendas *(copies)*
 - Discipline Meetings
 - Newsletters *(one component at a time)*
 - Open House/Meet the Teacher
 - Parent/Student Orientation
 - Parent-Teacher Conferences *(early conferences are more effective for introduction)*
 - Posters
 - School Handbook *(copies)*
 - Staff Meetings

Note: Including blank lines on the Compact allows for setting up individualized goals with accountability built in, making the Compact a truly useful tool!



The **POWER** of Moving From Policy to Practice

PARENT INVOLVEMENT POLICY, COMPACT AND ACTION PLAN CHECKLIST

The following checklist is a series of questions designed to help review the essential components needed to create the ideal Parent Involvement Policy, Compact and Action Plan.

POLICY CHECKLIST

Does your school Parent Involvement Policy . . . *(check all that apply):*

- make a vision statement about the value of partnerships between family and school?
- define how and when school performance as well as student assessment results and specific learning goals will be reported to parents?
- outline how challenges to participation are identified and addressed?
- address that parent participation should reflect the student population of the school?
- describe how the Policy will be evaluated for effectiveness?
- include provisions for professional development for staff on Parent Involvement requirements, research and best practices?
- include a provision for a Family Engagement Team to coordinate and support home-school connections?
- reflect the goals and pledges of the Parent Involvement Compact, School Improvement Plan and Family Engagement Action Plan?

COMPACT CHECKLIST

Does your school Parent Involvement Compact . . . (check all that apply):

- describe the ways in which parents, students and teachers can be responsible for supporting student learning?
- address the importance of continuous communication between teachers and parents?
- use parent-friendly language?
- emphasize actions that will support increased student achievement?
- highlight the intent of shared responsibility for student progress and accountability?
- include a plan for how the Compact will be presented to staff and parents?

ACTION PLAN CHECKLIST

Does your school Family Engagement Action Plan . . . (check all that apply):

- have clear and specific goals for each area (*academic, behavioral, relationship building, other*)?
- reflect the goals and strategies of the School Improvement Plan, Parent Involvement Policy and Parent Involvement Compact?
- indicate how results will be identified and measured?
- include strategies that are clear and specific?
- include strategies that are linked to the goals?
- provide opportunities for shared leadership and capacity building?
- provide opportunities for professional development for staff on family and community engagement?
- contain initiatives that are ongoing and include all grade levels?
- include opportunities for parent and community education and involvement?
- have strategies for collecting and using data for decision making?

School: _____ Date: _____

Principal Signature: _____