



ADMINISTRATIVE DIRECTIVE

7.10.041-AD

PARENTAL AND FAMILY INVOLVEMENT IN SUPPORT OF ACADEMIC ACHIEVEMENT

Portland Public School District strongly encourages parents to become involved in their children's education. This administrative directive implements Board Policy 7.10.040-P Parental and Family Involvement in Support of Academic Achievement.

I. Definitions

- A. Parental and Family Involvement - The meaningful participation of parents and family in support of student academic learning and other school activities.
- B. Parent - In recognition that some students do not have parents, the words "parent" and "family" as used in this administrative directive may include parents, guardians, extended family members or concerned adults involved in the student's life, within the bounds of state and federal laws governing confidentiality and parental rights.

II. Role of the District

- A. The District shall convene an advisory group for the purpose of developing a District Parental and Family Involvement Plan.
- B. The advisory group shall consist of parents representative of the District's student population, administrators, and central office staff.
- C. This plan shall identify opportunities and procedures for parents to provide input to the District and Board on issues such as, but not limited to, curriculum adoptions, school initiation and closure, boundary changes, and current and proposed policies.
- D. This plan shall also include opportunities for community involvement, appropriate roles for community-based organizations and businesses, and protocols for appropriate roles for participation in parent and family involvement activities.
- E. The District will incorporate this Parental and Family Involvement Plan into the Continuous Improvement Plan that is submitted to the Oregon Department of Education.
- F. The District will make the Parental and Family Involvement Plan available to members of the community, and where feasible, in a language the families and community members can understand.

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- G. The District shall make efforts to schedule meetings intended to include families at convenient times, and in rooms easily accessible by people with disabilities, and to provide interpreters as necessary, when feasible.
- H. The District shall provide information regarding the educational program through written communications in the five major languages of this district, when feasible.

III. Role of the School

- A. Each school shall develop a plan for the purpose of increasing parental and family involvement in support of academic achievement of students. This plan may be incorporated in other required planning documents.
- B. Schools receiving Title I funding will hold an annual meeting, develop a School-Family compact with input from Title I parents and formally document school family involvement practices in a school Family Involvement policy. Meetings will, to the extent feasible, be held at a convenient time to inform parents of their school's participation in Title I, the services and programs provided, and their right to be involved in the program.
- C. The school will annually review and communicate the Parental and Family Involvement Plan with the school community, including specific sub-groups such as Title I, Special Ed, ESL, TAG, etc.
- D. Each school's Parental and Family Involvement Plan shall be developed collectively by a group of parents representative of the student population, school staff, and a school administrator.
- E. Each school shall schedule meetings at a variety of times, in rooms easily accessible by people with disabilities, and provide interpreters as necessary, when feasible.
- F. Each school shall provide information regarding the educational program through written communications in the major languages of the school, when feasible.

IV. District Evaluation

- A. The District shall conduct an evaluation every other year of the effectiveness of the Parental and Family Involvement Policy and the corresponding Administrative Directive.
- B. The District shall use data collected in the evaluation process to design, as needed, strategies for more effective parental and family involvement.

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- C. The evaluation shall include the identification of barriers to greater participation by parents, particularly parents who are economically disadvantaged, people with disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority group.

V. Inventory of Practices and Parental and Family Involvement Plans

- A. The District (SFSS) will maintain a clearinghouse of local and national best practices for involving parents and families in support of student achievement. The inventory shall include identification of schools that adopt model approaches to improve parental and family involvement and highlight effective methods and approaches.
- B. Data from the inventory shall be included in the Superintendent's report to the Board of Education.

VI. Parent Training and Assistance

- A. The District shall assist schools in providing materials, training, and staff support to help parents work with their children to improve their students' academic achievement, such as, literacy training, study skills, English language skills, establishing home environments that support children as students, and social emotional development.
- B. The District and schools shall endeavor to enhance parent and family understanding of topics such as: state content and achievement standards, state and district academic assessments, and how to monitor student progress and effectively advocate for children.
- C. Where feasible, the District will also use parents as trainers to work with other parents to facilitate increased parent involvement.

VII. Professional Development for District Personnel

- A. The District shall provide professional development opportunities for central office and school based staff on how to reach out to involve, communicate, and work with ethnically and linguistically diverse parents.
- B. The District will collaborate with diverse community groups to help facilitate professional development and a greater understanding of the culture of the communities.

Legal References: Sections 1112-to-1118 of the Elementary and Secondary Education Act (ESEA), and related NCLB mandates.

History: Approved 6/26/07