

GENERAL ADMINISTRATION

Policy 1405
(Regulation 1405)

School/Community Relations

Parent/Family Involvement in Education

The Board of Education recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with district staff as knowledgeable partners in educating district students. In order to implement the Board's commitment to parent/family involvement in education, the Superintendent will appoint a committee of parents, staff, and community representatives to serve as the district's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation. Program evaluation reports will be prepared and submitted to the Superintendent annually by June 1.

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Parent/Family Involvement Policy

Parents/families of all economic, racial/ethnic, cultural, and educational backgrounds can, and do, have positive effects on their children's learning. Benjamin Banneker Charter Academy of Technology recognizes the importance of assisting school districts in eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents/families and community.

Benjamin Banneker Board of Directors supports the development, implementation, and regular evaluation of a parent/family involvement plan to include the utilization of the following components:

Communication

Communication with parents is the cornerstone of the parental involvement plan here at Benjamin Banneker Charter. Parents are an integral stakeholder in all aspects of student achievement. To that end, BBBCAT will communicate with parents in the following ways:

- 1) **Open Enrollment** will take place during the spring of each year. An open enrollment carnival will be used to attract new parents and celebrate the achievements of the parents who currently send their students to BBBCAT. Parent volunteers who currently have students attending BBBCAT will supervise carnival booths and assist in the open enrollment process by communicating to future parents the positive aspects and parental involvement opportunities at the school. Communication about open enrollment is done through flyers, parent teacher contact logs (per telephone conversations and home visits), and the weekly BBBCAT information newsletter.
- 2) **Open House** will take place during the first month of each new academic year. Open House will be used to communicate teacher expectations through a class syllabus, calendar, grading scale, supply list, etc. Development of each student's Individual Education Action Plan (IEAP) will also begin at this important meeting.
- 3) **Standards** for each grade level will be disseminated to parents each fall. At initial PTO meetings, teachers and parents will discuss how the curriculum and lesson plans are based on Missouri Standards.
- 4) **Curriculum** goals and objectives will be disseminated to parents during Open House and through the student handbook given to parents at the beginning of each new school year. Teachers are also encouraged to articulate curriculum goals and outcomes to parents on a weekly/monthly basis through classroom publications and the weekly BBBCAT information newsletter.

Shared Responsibility for High Student Performance

Shared responsibility for high student performance is realized at Banneker through an organized system of checks and balances that includes the coming together of all integral stakeholders. This includes:

- 1) **Weekly/Monthly Parent Contact Logs** that outline specific academic and social goals that must be addressed by parents to insure high academic student achievement. This may include: upcoming PTO meetings; IEAP meetings; IEP meetings; upcoming parent classes; charter school support issues; preventive/reactionary discipline/behavioral issues; upcoming school wide/community events. The use of weekly/monthly parent contact logs is not merely a communication tool. It is a tool that is used to increase and insure continuous parental involvement in students' academic and social lives.
- 2) **Individual Educational Action Plans** are used to ensure that each student's academic and social needs are being met. Parents help develop the plan in collaboration with teachers and students and periodically check the progress of students as outlined by the goals in the plan. Changes to the plan can be suggested by any of the stakeholders based on test scores, discipline needs, social needs, etc.
- 3) **Thirty-six (36) Hours of Volunteer Time** is a cornerstone of the parental involvement plan. The Office of Drug Control Strategy has found that a child is less likely to develop drug problems if there are strong ties between the child and the family and the school and the family. Research on resiliency has shown that an important factor contributing to a child's long-term success in school is the presence of a caring adult, whether it is a parent, family member, teacher, after school program staff or a member of the community. Children, especially those who face educational disadvantage, benefit from the consistent nurturing presence of an adult role model in their lives. A caring adult forming a strong relationship with a child has the opportunity to influence his attitude and success in school. BBCAT subscribes to this philosophy and encourages and assists parents with opportunities to serve at our school.

Building Parents Capacity for Involvement in School

BBCAT assists parents' involvement in School in the following ways:

- 1) **Parent Advisory Council** meetings are held on a bi-quarterly basis and help to establish a strong parental presence at the school on a daily basis. The PAC meets to discuss all aspects of BBCAT: charter goals, curriculum changes, student achievement, social/community involvement, parent workshops, etc.
- 2) **Above C-Level** is a student achievement initiative proposed by parents for the upcoming school year. Based on America's Promise, BBCAT will promote its status as a Kansas City's Promise Site and provide students: 1) Caring Adults, 2) Safe Places, 3) Marketable Skills, 4) Healthy Start, and 5) Opportunities to Serve. Parents on the PAC will spearhead

this effort by providing a framework for parental involvement around the five promises. Utilizing and creating a checklist for meeting the needs of students, the PAC will seek to involve as many parents as possible in helping students at BBCAT to earn grades above the grade C level. Utilizing speakers, community programs, brochures on child development, and parenting workshops, the PAC will outline a year-long calendar of events and activities.

- 3) **PTO** meetings will be held on a bimonthly basis (usually the last Thursday of each month) and will involve parental support by allowing parents to discuss: student progress, school wide issues, child development issues, and parenting strategies and personal goals. Parents receive contact from teachers inviting them to each PTO meeting and student performances and activities are often held on these evenings to increase parental support, interest, and attendance.
- 4) **Title I Parent Surveys/School wide Surveys** are utilized and analyzed for feedback surrounding all aspects of the school community. The PAC uses the Compact to gauge parental involvement efforts; while school personal use surveys to gauge parent attitudes and concerns surrounding the school climate. At weekly teacher/staff meetings, especially at the beginning of each school year, goals and objectives are outlined to improve the quality of communication, support, and involvement of parents throughout the school.

Parenting Strategies to Extend Academic Time at Home

Strategy 1: Limit your child's TV/video game engagement to no more than one hour, three times a week. Additionally, let's turn the TV Off on Tuesday night!

Strategy 2: Read to and with your child **each day** for 15 minutes. Failure to do this contributes to poor reading skills and habits.

Strategy 3: Ask your child what skill she/he is working on in school **each day** and how this information will prepare him/her for the future.

Strategy 4: Develop a schedule for completing homework daily, and ask your child to go over homework with you. Make sure homework is complete and correct. Your child will bring home one of the following workbooks each night for extended practice: **A.** Buckle Down, **B.** Test Ready, **C.** CAMS, **D.** STAMS, **E.** CARS or **F.** STARS. They might also bring home a math or reading textbook.

Strategy 5: Make sure your child returns the "Making AYP" Business Card each day to his/her teacher. *This card will help us track your commitment to excellence*, as well as track computer usage for your child while working on the following instructional software programs: 1) www.raz-kids.com (reading program), 2) www.odysseyware.com (math, reading, science, social studies and foreign languages program), 3) www.dora.com (reading program), 4) www.doma.com (math program), & 5) StudyIsland.com.

Strategy 6: Review your child's latest test results in NWEA/DOMA/DORA and encourage your child to test better the next time. Your child can do this by:

- paying attention in class,
- rereading the questions,
- restating the question,
- asking questions in class,
- taking notes,
- and using time wisely.

Strategy 7: Make sure your child is in school **daily**.