
SECTION 8 – SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

Definition

“Schools, families and communities all contribute to student success, and the best results come when all three work together.”

Connecticut State Board of Education, *Position Statement on School-Family-Community Partnerships*

The school-family-community partnerships component is defined by collaborative programs involving school personnel, families, community members and organizations to support student success. Partners work together in planning, coordinating and implementing activities at home, at school and in the community to support the academic, emotional and social success of students. Using the term partnership rather than involvement is important because it helps to capture the concept that home, school and community share responsibility for children—schools, families and communities as overlapping spheres of influence in children’s lives (Epstein, 1995). Students also play an important role in these partnerships and must take responsibility for their own learning. Each partner is viewed as an equally contributing member, maintaining a certain independence while acknowledging shared responsibility. To succeed, the partnership must be flexible and based on mutual trust and respect.

Note: Throughout this document the words parent(s) and family(ies) are used in the broadest sense to mean those adults with primary responsibility for children. We prefer the use of family to parent because not all responsible agents are parents but most are family, either by relationship or function.

Rationale

The Connecticut State Board of Education’s *Position Statement on School-Family-Community Partnerships* (2003) recognizes that education is a shared responsibility throughout every student’s life.

Comprehensive, well-planned partnerships between family, school and community result in higher student achievement and well-being. Partnerships improve communication, resulting in reinforcement of consistent messages about health and safety. When schools, families and communities collaborate as partners, they discover that they can interact in many ways to support children’s learning. The key is for the school to offer an array of activities and actively encourage families and community members to become involved so that all find ways to support children’s success.

In school-family-community partnerships, the word school is placed first for a reason. It is the school’s right and responsibility to take the first step toward building a partnership. This does not mean that the school owns the partnership, but that the school does own many of the resources that will support a partnership with families. For example, the school owns the schedule, teachers’ time, facilities for meetings, various technologies that can support communication, and the ability to allocate resources. Parents cannot be expected to come to the school uninvited and unwelcomed. Schools can be intimidating places—many parents will not walk in if school staff members do not open the door. Although schools should take the lead in developing and sustaining effective partnerships, partnership activities must be implemented at home and in the community, as well as at school.

“When schools build partnerships with families that respond to their concerns and honor their contributions, they are successful in sustaining connections that are aimed at improving student achievement” (Henderson and Mapp, 2002).

More than three decades of research have shown that family involvement improves student learning. This is true whether the child is in preschool or high school, whether the family is affluent or poor, or whether the parents finished high school (Henderson & Mapp, 2002). When families are involved, students are more likely to:

- ✧ Earn higher grades and test scores, and enroll in higher-level programs
- ✧ Be promoted, pass their classes, and earn credits
- ✧ Attend school regularly
- ✧ Have better social skills, show improved behavior, and adapt well to school
- ✧ Graduate and go on to postsecondary education

Families and schools also benefit. Research shows that families often develop a greater sense of effectiveness, stronger social ties, and a desire to continue their own education. Teachers report that help from families enhances their work, and families who are more involved have more positive views of teachers. Increased involvement develops feelings of ownership, resulting in families being more supportive of school and community initiatives.

Introduction to Guiding Principles

Although research has provided substantial evidence that family and community involvement is important to children's academic success, most schools still have quite limited relationships with their students' families and communities. Schools can remedy this situation by taking the lead in promoting more expansive school-family-community partnerships and creating comprehensive programs that involve families and communities in children's education and development. The following guiding principles have been shown to be important aspects of successful partnerships.

Create partnerships that accommodate differences

Successful partnerships exhibit as much variety as the local conditions that create them. To be effective, they must recognize, respect and address families' diverse interests, needs and talents, as well as economic and cultural differences. Partnerships must accommodate these differences by providing multiple opportunities for participation at various times and locations. From early childhood and preschool programs to before- and after-school settings, partnerships must be tailored to all stages and settings of a student's educational career. The objective is for schools, families and their surrounding communities to aid each other in rearing healthy, successful children.

Build on family strengths

Educators should have certain biases toward families. Educators should presume that parents are intelligent, are interested in their children, want to work with schools, and will be involved if given the opportunity. They should proceed on the assumption that all parents have something to offer. This means learning to value and affirm the skills and talents that different parents possess. The diversity of the families that send children to public schools should be considered a community asset, not a problem.



Meet families where they are

Parents do not have to come to school to be involved. Parents can have a positive impact on student success by promoting learning at home and reinforcing what is taught in school (Redding, 2000). In fact, the most important predictor of students' achievement in school is the extent to which students' families are able to create a home environment that encourages learning, express high but not unrealistic expectations for their children's achievement and future careers, and become involved in their children's education at school and in the community.

Establish effective communication

Communication is the bedrock of relationships between schools and families. The barriers to creating effective relationships, and then partnerships, can be overcome through consistent and careful communication. Every word and action that comes from the school tells parents how important they are. Effective two-way communication between families and schools is essential to support the child's success in school. Because families are diverse, educators must design many and varied avenues for communication. Issues of language, race, class and culture must be thoughtfully considered. Very often the most effective communication with a parent comes from another parent. Schools need to make better use of involved parents who can act as mediators, advocates and liaisons for other parents. In addition, more effort should be placed on helping to develop leadership skills of those parents interested in performing outreach and organizing activities in the community.

This section presents policy recommendations, policy rationale, implementation strategies and resources for School-Family-Community Partnerships.



Policy Recommendations

School-family-community partnership policies related to coordinated school health should be consistent with parent involvement policies required by other programs. For example, the No Child Left Behind Act (U.S. Department of Education, 2004) requires schools and districts that receive Title 1 funds to develop and implement parent involvement policies. Ideally, a school or district will have just one comprehensive policy that consistently addresses requirements and good practices for building relationships with families and the community for the benefit of all students.

Policies related to the school-family-community partnerships component should address the Connecticut State Board of Education standards. These standards are based on more than 30 years of research (Epstein 1995) and as a whole create a comprehensive school-family-community partnership program.

Policy recommendations for school-family-community partnerships include the following six areas:

1. **Parenting practices.** The district shall promote and support parenting skills and an understanding of child development.
2. **Communication.** The district shall promote ongoing, meaningful and effective communication among schools, families and the community about school programs and student progress.
3. **Volunteering.** The district shall provide appropriate training and involve families and community members in instructional and support areas both in and out of the school.
4. **Home learning.** The district shall involve families in learning activities at home and in the community, including interactive homework and other curriculum-linked enrichment activities.
5. **Decision making, governance and advocacy.** The district shall provide opportunities and support for all families to participate in school decisions, governance and advocacy.
6. **Community collaboration.** The district shall enable schools and families to access resources from community businesses, social service agencies and other groups, and serve as resources to the community.

Policy Rationale and Implementation Strategies

Different practices can be implemented to foster each of the six policy standards of involvement. To be effective, any use of these standards should focus on educational goals and be designed to engage students and families in developing specific knowledge and skills. Parent and community involvement that is linked directly to student health, learning and safety has greater effect on achievement than more general involvement. The goal, of course, is for schools, families and communities to work together to support healthy, successful children.

Each of the standards and policies is described below along with key challenges for implementation. A common theme throughout these policies is the notion of bi-directionality, or in other words, a two-way conversation. Successful partnerships are built not only by schools conveying meaningful information *to* families, but also by schools receiving information *from* families to inform effective policy and practice.

The district's implementation plan should include activities that address each of the six policies. There are many activities that schools can use to build partnerships with families and their community. The strategies listed below are simply suggestions representing each of the six standards. Activities will often address more than one standard. Schools should choose their own activities based on a self-study of current practices, their school improvement goals, and family and student needs and interests.

1. **Parenting practices.** The district shall promote and support parenting skills and an understanding of child development.

Standard: Parenting practices are promoted and supported. Parenting involves promoting and supporting basic parenting skills and the family's primary role in encouraging children's learning at every age and grade level. The goal of this policy is to help all families establish home environments that support children as students, as well as helping schools understand families. The challenge is to provide information to *all* families who want it or need it, not only to the few who can attend workshops or meetings at the school.

Implementation strategies include:

- ✧ Provide workshops, videotapes, computerized phone messages on parenting and child development at each age and grade level.
- ✧ Offer family support and education programs to assist families with health, nutrition and parenting in partnership with community groups or health providers.
- ✧ Conduct home visits and neighborhood meetings to help families understand school health and wellness initiatives and to help schools understand families.
- ✧ Invite families to join students for school meals.
- ✧ Develop a parent-to-parent network to promote school and community resources for parenting, health and nutrition.

2. **Communication.** The district shall promote ongoing, meaningful and effective communication among schools, families and the community about school programs and student progress.

Standard: Communication between home and school is regular, two-way, and meaningful.

Communication is the foundation of partnerships. This standard speaks to promoting ongoing, meaningful and effective communication among schools, families and the community about school programs and student progress. Communication is not only from school to home, but also from home to school and with the community. The challenge is to make all print and nonprint communications clear and understandable for *all* families, and to provide multiple avenues for families to convey information to the school.

Implementation strategies include:

- ✧ Provide information to help families incorporate health and wellness into their daily lives in school newsletters and websites.
- ✧ Include a tear-off section or e-mail address in newsletters and on websites to encourage two-way communication.
- ✧ Produce parent materials in multiple languages and provide language translators to assist families as needed.
- ✧ Conduct surveys of families on students' strengths and needs and families' suggestions and reactions to school health and wellness programs.
- ✧ Provide informal activities at which families, staff and community members can interact.

3. **Volunteering.** The district shall provide appropriate training and involve families and community members in instructional and support areas both in and out of the school.

Standard: Parents are welcome in the school and their support and assistance are sought.

Volunteering includes recruiting and organizing parent and community support for classrooms, school functions and student activities both in and out of the school. Common challenges in this area are to recruit widely, provide training, and create flexible schedules for volunteers so that all families know that their time and talents are welcomed and valued.

Implementation strategies include:

- ✧ Ensure that office staff greetings, signs near the entrances, and any other interactions with parents create a climate in which parents feel valued and welcome.
- ✧ Ensure that parents who are not able to volunteer in the school building or during the school day are given options for helping in other ways.
- ✧ Provide training and assist staff members in creating an inviting climate and effectively using volunteer resources.
- ✧ Ensure that volunteer activities are meaningful and built on volunteers' interests and abilities.
- ✧ Show appreciation for parents' participation and value their diverse contributions.

4. **Home learning.** The district shall involve families in learning activities at home and in the community, including interactive homework and other curriculum-linked enrichment activities.

Standard: Parents play an integral part in assisting student learning at home. Learning at home refers to providing information, ideas and opportunities to families about how to help students at home and in the community with academic decisions, homework and curriculum-related activities. Homework, in this context, has been redefined to mean not only work that students do alone, but also interactive activities that students share and discuss with others at home. The challenge schools face is to design and implement meaningful interactive homework where students take responsibility to discuss important classwork and ideas with their families.

Implementation strategies include:

- ✧ Host family fitness programs and healthy cooking classes at school or in the community.
- ✧ Make school facilities available to families to support their efforts to be physically active.
- ✧ Assign interactive homework that requires family discussions about health and wellness issues.
- ✧ Send home health and wellness activity packets for families on a regular basis.
- ✧ Encourage students and families to participate in health and wellness events in the community, such as fun runs, walk-a-thons, etc.



5. **Decision making, governance and advocacy.** The district shall provide opportunities and support for all families to participate in school decisions, governance and advocacy.

Standard: Parents are full partners in the decisions that affect children and families.

Decision making involves providing opportunities for all families to develop and strengthen their leadership role in school governance. Parent organizations such as the Parent Teacher Association (PTA) provide opportunities for parents to learn leadership skills and engage in school decisions. A challenge in this area is to actively include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. Student representatives too should be included in governance groups.

Implementation strategies include:

- ✧ Include parents in health and wellness committees; assist parent members in outreach strategies so they can effectively act as liaisons with other parents.
- ✧ Conduct parent focus groups to increase the school’s understanding of parents’ concerns and ideas related to health and wellness issues.
- ✧ Include families in planning and implementation of health and wellness events.
- ✧ Develop a school-family-community partnerships action team to plan and facilitate the partnership program, or use an existing team (see “Organizing School Health Teams” in Chapter 2, Fostering Collaboration and Establishing Local Practices).
- ✧ Encourage the formation of PTAs and/or other parent groups to identify and respond to issues of interest to parents.

6. **Community collaboration.** The district shall enable schools and families to access resources from community businesses, social service agencies and other groups, and serve as resources to the community.

Standard: Community resources are used to strengthen schools, families and student learning.

Communication structures between educators and the community need to be strengthened to create supportive, respectful interactions focused on student, parent and community goals for education. Not only are families and schools dependent on each other for success, but employers, civic and religious organizations, and our communities as a whole rely on families and schools to produce educated, productive participants in our democracy. Since so many community members have a stake in the success of our next generation, they need to share responsibility for achieving that success. New partners need to be continually brought to the table and helped to understand how they can support families and schools. Likewise, educators, children and parents should be organized to give back to their community. Collaborating with community agencies includes challenges associated with crossing organizational boundaries, and sharing resources and information.

Implementation strategies include:

- ✧ Include community members in health and wellness committees.
- ✧ Distribute information regarding health and wellness resources and agencies that serve families within the community.
- ✧ Represent school health and wellness programs at local health fairs and clinics, and offer to host community health programs and events at the school.
- ✧ Inform staff members of the health and wellness resources available in the community and develop strategies for using those resources.
- ✧ Build additional community capacity by bringing together resources already available through multiple social service programs.
- ✧ Use school and district data on school and family health and wellness needs to inform community partners of resource gaps.



Sources for Implementation Strategies: National PTA, 1997; National Network of Partnership Schools, 2006; Making Health Academic, 2003.

Getting Started

To develop effective school-family-community partnerships that will be effective in promoting students' social, emotional and academic growth, schools should consider the following steps to develop a comprehensive and permanent program. The process is similar to the one suggested for school health teams. The school-family-community partnership team should have representation on the school health team and work in collaboration with the team.

Create an Action Team

Parents, educators, administrators and others deemed appropriate must be represented and involved in reaching a common understanding and in setting goals to which all are committed.

Examine Current Practice

Review the current status of parent and family involvement. Survey staff and parents to ensure a clear understanding of the current situation. The indicators of successful policy developed by the National PTA and the National Network of Partnership Schools are useful tools.

Develop a Plan of Improvement

Based on the evaluation of current practice, identify first steps and priority issues. Pay close attention to developing a comprehensive, well-balanced plan that includes activity in each of the six standard areas.

Secure Support

For optimal success, keep stakeholders (those responsible for implementation, those who will be affected, and those outside the school/program who have influence over the outcome) aware of the plan and willing to lend support to its success. Financial resources need to be determined and budgeted.

Provide Professional Development for School/Program Staff

Effective training is essential. The best models for training are those that provide staff with several opportunities to interact with the issues, work together, and monitor and evaluate progress.

Evaluate and Revise the Plan

Parent and family involvement is not a one-time goal. It merits a process of continuous improvement and a commitment to long-term success. Celebrate success and continue working toward a comprehensive, ongoing goal-oriented program of partnerships.

Legislation Pertaining to School-Family-Community Partnerships

Federal Legislation

Public Law 107-110, the *No Child Left Behind Act of 2001*

1. SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will –

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall –

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children –

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

- (5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- (d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall –
- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
 - (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –
 - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - (B) frequent reports to parents on their children's progress; and
 - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- (e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –
- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
 - (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
 - (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
 - (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
 - (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
 - (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - (9) may train parents to enhance the involvement of other parents;
 - (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
 - (11) may adopt and implement model approaches to improving parental involvement;
 - (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
 - (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
 - (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.
- (f) ACCESSIBILITY- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
- (g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.
- (h) REVIEW- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

State Legislation

Connecticut General Statutes Section 10-4g. Parental and community involvement in schools; model program; school-based teams. (b) The State Board of Education shall develop a program to encourage local and regional boards of education to develop and implement plans to involve parents of students in the educational process in that district and to increase community involvement in the schools. The local programs shall include, but not be limited to, providing regular contact with all parents, including opportunities for parents to meet with their children's instructors for the purpose of reviewing the curriculum of their child's program, and developing strategies for parents to actively assist in the educational process. Such local programs shall also include the development of written materials designed to familiarize parents with their child's curriculum and to detail specific activities parents and students may undertake together to enrich the child's education experience and development.

<http://www.cga.ct.gov/2007/pub/Chap163.htm#Sec10-4g.htm>

Connecticut General Statutes Section 10-221. Boards of education to prescribe rules, policies and procedures. (f) Not later than September 1, 1998, each local and regional board of education shall develop, adopt and implement written policies and procedures to encourage parent-teacher communication. These policies and procedures may include monthly newsletters, required regular contact with all parents, flexible parent-teacher conferences, drop-in hours for parents, home visits and the use of technology such as homework hot lines to allow parents to check on their children's assignments and students to get assistance if needed. <http://www.cga.ct.gov/2007/pub/Chap170.htm#Sec10-221.htm>

Connecticut General Statutes Section 10-220. Duties of boards of education. (c) Annually, each local and regional board of education shall submit to the Commissioner of Education a strategic school profile report for each school under its jurisdiction and for the school district as a whole. The superintendent of each local and regional school district shall present the profile report at the next regularly scheduled public meeting of the board of education after each November first. The profile report shall provide information on measures of (1) student needs, (2) school resources, including technological resources and utilization of such resources and infrastructure, (3) student and school performance, (4) equitable allocation of resources among its schools, (5) reduction of racial, ethnic and economic isolation, and (6) special education. For purposes of this subsection, measures of special education include (A) special education identification rates by disability, (B) rates at which special education students are exempted from mastery testing pursuant to section 10-14q, (C) expenditures for special education, including such expenditures as a percentage of total expenditures, (D) achievement data for special education students, (E) rates at which students identified as requiring special education are no longer identified as requiring special education, (F) the availability of supplemental educational services for students lacking basic educational skills, (G) the amount of special education student instructional time with nondisabled peers, (H) the number of students placed out-of-district, and (I) the actions taken by the school district to improve special education programs, as indicated by analyses of the local data provided in subparagraphs (A) to (H), inclusive, of this subdivision. The superintendent shall include in the narrative portion of the report information about parental involvement and if the district has taken measures to improve parental involvement, including, but not limited to, employment of methods to engage parents in the planning and improvement of school programs and methods to increase support to parents working at home with their children on learning activities. <http://www.cga.ct.gov/2007/pub/Chap170.htm#Sec10-220.htm>

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Resources

Connecticut State Department of Education Coordinated School Health Partnerships:

<http://www.ct.gov/sde/healthyconneCTions>

Guidelines for Family-Friendly Schools, The Institute for Responsive Education:

<http://www.responsiveeducation.org/tipGuidelines.html>

NCLB Action Briefs. Public Education Network (PEN) and the National Coalition for Parent Involvement in Education (NCPIE): http://www.publiceducation.org/nclb_actionbriefs.asp and <http://www.ncpie.org/Resources/nclbactionbriefs.html>

No Child Left Behind: What's in It for Parents? A Guide for Parent Leaders and Advocates, Parent Leadership Associates: <http://www.centerforparentleadership.org/publications.html>

Measure of School, Family, and Community Partnerships, Northwest Regional Educational Laboratory, Johns Hopkins University: <http://www.nwrel.org/csrdp/Measurepartner.pdf>

National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory: http://www.sedl.org/work/family_community.html

National Network of Partnership Schools, Johns Hopkins University: <http://www.partnershipschools.org>

National Parent Teacher Association (PTA): <http://www.pta.org/>

North Central Regional Educational Laboratory's Pathways to School Improvement Project:

<http://www.ncrel.org/sdrs/>

The Education Trust: <http://www2.edtrust.org/EdTrust/Parents+and+Community>

The Family Involvement Network of Educators (FINE):

<http://www.gse.harvard.edu/hfrp/projects/fine.html>

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