

### **SCHOOL/COMMUNITY RELATIONS GOALS**

The School Committee believes that the district is an integral part of the community and that community support is necessary for the district's operation and achievement of excellence. The School Committee and district staff members recognize that community support is based on a mutual exchange, a dynamic process in which the district contributes to the community's success and, in turn, benefits from the community's resources.

In order to maintain productive relationships with the community, the district is committed to sustaining:

- Effective, accurate, and meaningful communications that facilitate dialogue, encourage involvement in district programs, and create community advocacy for its public schools.
- Volunteer programs that provide mutually enriching experiences for our students, staff, and community volunteers.
- Recognition programs that publicly honor the contributions of our students, employees, and community partners and express pride in our individual and collective accomplishments.
- Community service efforts, which enable the district's staff and students to express their commitment to the community.

**SOURCE:** Massachusetts Association of School Committees (MASC)

File: KBA

### **SCHOOL/PARENT RELATIONS GOALS**

It is the general goal of the district to foster relationships with parents, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents are individually responsible for their children, the district provides direct services of education and indirect services of childcare for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents regarding student progress and achievement, methods to enhance student development, and matters of correction.

Additionally, parental involvement in the schools is encouraged through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and district programs.

**SOURCE:** Massachusetts Association of School Committees (MASC)

## **FAMILY ENGAGEMENT POLICY**

The City of Revere prides itself on its vibrant racial, cultural, and linguistic diverse community. As such, its public schools are committed to providing high quality education to ALL students within a safe, inclusive, equitable, and supportive learning environment that views and treats learners as individuals and focuses on the learning success of each student. This commitment requires purpose-driven leadership for sustainable education that is rooted in a conscious and deliberate effort on the part of all stakeholders, including school leaders, educators, elected officials, and community leaders to build strong engagement with families that relies on strategic collaboration and partnership to support the social, emotional, and academic growth of students in our community. As an urban school district, we believe that family-school partnerships are shared responsibilities and that all invested parties benefit when schools and families work together, as partners, towards promoting positive development and academic competencies of our diverse learners. We view family support for our students and schools as an essential component to students' success, as they grow and make progress through the learning cycle process. Hence, involving families in schools while expressing respect and appreciation for the rich experiences and perspectives to decision-making are vital to the education of our students.

The Family Engagement Policy Fundamentals, delineated below, provide a comprehensive framework for our work with families, as we continue our journey together to educate the whole child in RPS.

### 1. Welcoming all People:

- Promote a safe, inclusive, respectful, and equitable school climate for ALL regardless of one's culture, race, ethnicity, language, sexual orientation, disabilities, and beliefs.
- Develop positive school-parent relationships that view parent cultural capital as an asset to the advocacy work of supporting their children's success in schools.
- Provide opportunities for parents to volunteer in schools, to have a voice in school decisions, and to be treated as equal partners in their children's education.
- Provide opportunities for parents to access resources and support networking.
- Promote a culturally responsive environment in schools that is supportive of and sensitive to the needs of our culturally and linguistically diverse families.
- Inform parents of their legal rights to translation and interpretation services and programs.
- Foster a school culture that centers on increasing parents' understanding of school structures, culture, policies and practices so that they can make informed decisions.

### 2. Communicating Effectively:

- Develop and promote multiple communication paths between schools and families.
- Survey families, students, and community to identify barriers to family engagement.
- Welcome families into the building more frequently to increase access to and meeting time with administrators, teachers, and student support personnel.
- Encourage families to engage with their children in ways that are integrated with the overall curricular and extracurricular activities (e.g., volunteering in schools, participating in cultural diversity and community showcase events, attending financial aid/college admission information nights, community forums, etc.).
- Explore ways to build parents' knowledge and confidence in collaborating with schools.
- Post School Committee meeting dates, minutes, reports and school events.
- Invite families to participate in policy development meetings.

### 3. Supporting Success of Children and Youth:

- Work closely with families to increase their understanding of how student work can be aligned with learning standards to improve student college and career readiness.
- Promote data sharing sessions for parents to increase their understanding of how to use standardized test results and other data to improve their child's learning.
- Promote family literacy nights to increase parents' knowledge of the importance of early literacy in promoting their child's social and academic development in schools.

- Promote anytime, anywhere learning opportunities for all students, supported by assessment and data systems to ensure academic rigor and student engagement.
  - Work closely with families and the community on identifying educational funding to support the social and emotional well-being of all students.
4. Advocating for Each Youth and Child:
- Work closely with families to increase their understanding of the school system and their rights and responsibilities under state and federal laws.
  - Empower families with skills and knowledge to be strong advocates of their children's education via advocacy and civic engagement.
  - Work closely with families to identify resources, funding, and services to ensure all students, regardless of their socioeconomic status and prior educational background, have equitable access to rich and rigorous learning experiences.
  - Provide support to families during grade and/or school transitions to increase shared-decision making, transparency, and common understanding of the process.
  - Share information regarding 504/IEP/ELL proceedings, including identification and placement of students in special education and ELL programs/services with families.
  - Capitalize on PTO, PAC, SIC, SEPAC, ELPAC, PLTI and family liaisons to enhance parents' advocacy and leadership skills so they can fully engage in their child's education.
5. Sharing Power and Responsibility:
- Develop effective parent engagement groups that represent all families in the city.
  - Ensure that community members have a voice in decisions that affect their children.
  - Provide training on family and community engagement for school personnel.
  - Develop an outreach strategy to inform families, businesses, and the community about school and family involvement opportunities, policies, and programs.
  - Ensure equitable representation of culturally and linguistically diverse parents in various school improvement committees in schools.
  - Engage parents in the subcommittee meetings of the School Committee.
6. Partnering with the Community:
- Link to community resources.
  - Collaborate with community groups to strengthen families and support student success.
  - Provide training on family and community engagement for school faculty.
  - Work with families to turn the school into a hub of community life.

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IEP -- Individual Education Program  
 504 Plan – Section of the Disability Act of 1973  
 ELL – English Language Learner  
 SIC – School Improvement Team  
 PAC – Parent Advisory Council  
 PTO – Parent Teacher Organization  
 SEPAC – Special Education Parent Advisory Council  
 ELPAC – English Language Parent Advisory Council  
 PLTI – Parent Leadership Training Institute