



Policy 18 – PARENTAL PARTNERSHIP

PREAMBLE

As reflected in our charter, mission, and guiding principles, FFCA identifies the partnership between the home and school as essential, and works to leverage this powerful relationship to maximize the learning and development of our students. We believe this is best achieved through a strong collaboration of parents and staff which, in turn, creates a culture where successful student learning is produced by the school and the families. By working closely with parents as partners, FFCA fosters student confidence and character and guides students and families through the academic and social journey within and beyond FFCA. Parental partnership is the shared responsibility of both school and parents.

SPECIFICALLY

1. FFCA expects that 100% of parents (families) will engage as partners in their child's education through seven forms of parental involvement (adapted from Epstein, 2002) which include both basic and extended forms of partnership.
 - 1.1 FFCA expects parents to support the development and learning of their child(ren) through the forms of basic parental partnership to the extent necessary for their child(ren) to be successful:
 - 1.1.1 Parenting
The school supports parents in establishing home environments to support their children's development and learning as students.
 - 1.1.2 Communicating
Communication between the home and school is regular, two-way, and meaningful. It will contribute to positive relationships, enhanced student progress and the ability to solve problems more easily.
 - 1.1.3 Learning at Home
Parents help their children at home with homework and other curriculum-related activities, decisions and planning.
 - 1.1.4 Personal Decision-making and Advocacy
Parents are valued partners in the making of school decisions affecting the education of their children.
 - 1.2 FFCA expects parents to support the development and learning of their child(ren) and other students by committing to and logging of a minimum of 20 extended parental partnership hours per school year per family:
 - 1.2.1 Volunteering
Parents are welcome, and their support and assistance are meaningful and valued. Volunteering includes, but is not limited to: helping in the classroom, school, on field trips, at school events or working at home to provide a service to the school, etc.
 - 1.2.2 School Decision-making and Advocacy
Informed parent representatives and leaders provide advice and

advocate on behalf of all parents and students as part of the school's decision-making process. School Decision-making and Advocacy include, but are not limited to: participation at Board, Council, and committee meetings, town halls, providing feedback on school reports and policies under review, or completing surveys, etc.

1.2.3 Community Building, Collaboration and Celebration

Parents and the campus work together to build a strong sense of the FFCA community and engage other community partners to strengthen school programs, family practices, and student learning and development. This includes, but is not limited to: attending assemblies, athletic events, performing arts, and school celebrations, etc.

2. FFCA will foster and support parental engagement by providing:

- 2.1 Information to incoming parents of the types of parental partnership and associated roles and responsibilities that are available.
- 2.2 Parents with regular, clear and accessible communications about available opportunities for parental partnership.
- 2.3 Opportunities for the parental community to gather, consolidate, and strengthen.
- 2.4 Parents with opportunities and avenues to provide feedback and offer suggestions on how to strengthen parental partnerships.
- 2.5 Translated information when reasonable and feasible.
- 2.6 Supports to School Councils to help meet their mandates.

3. An aggregate level of parental partnership will be made public and reported annually.

Original Approval Date: May 16, 2017

Revision Dates: January 26, 2022

References: Education Act Sections 27, 32, 53, 55, 222

FFCA Charter Document 2012-2027

Policy 19 Welcome Caring Respectful Safe Inclusive Learning and Working Environments