Engaging Families and Community

Communicating and working with parents

Parents and guardians are any school’s strongest allies for helping students achieve and thrive to their fullest potential. Robust two-way communication with students’ families cultivates a relationship between the home and the school that puts the families squarely on the school’s team when working with students. (Only students in 4th grade and above take the SALT survey.)

Parent Participation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>This School</th>
<th>R.I. elementary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>2003-04</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>2004-05</td>
<td>60%</td>
<td>60%</td>
</tr>
</tbody>
</table>

The percentage of students in the school whose parents responded to the SALT Survey

What Teachers Say

Percent of teachers who agree or strongly agree:

- Parental involvement in school governance is essential to effective education.
- They meet with individual parents to solve problems and provide assistance.
- Teachers on their team or grade level maintain positive relationships with students’ parents.
- Two-way communication between home and school is essential to effective education.

What Parents Say

Percent of parents who report that the school does well:

- Contacts me if my child does something well or improves.
- Contacts me if my child is having a problem.
- Responds to my concerns and requests within a reasonable time.
- Has a parent-teacher conference with me.
- Asks me to volunteer at the school.

What Teachers Say

Percent who agree or strongly agree:

- They are home unsupervised 3 or more hours a day, 3 or more days a week.
- The extent to which parents and the community are supportive of the school and its program.
- The community supports this school.

Working with parents

This school

R.I. elementary schools

* Too few responses to report
? Inadequate data submitted

Teacher practices and attitudes

This school

R.I. elementary schools

* Too few responses to report
? Inadequate data submitted

Information Works! School Year 2004-2005

www.infoworks.ride.uri.edu