

## Students

### COMMUNICATION WITH PARENTS/GUARDIANS

BP 5124

Because parental involvement contributes greatly to student achievement and conduct, and school-family partnerships result in improved outcomes for students, the School Board encourages two-way communication channels between school and home that are frequent, effective, and reliable. Communication methods may be tailored to family and school staff needs and may include classroom visits, parent-teacher conferences, class newsletters, mail, telephone, home visits, and school visits by parents/guardians. School staff are encouraged to learn about supportive family structures, and, if appropriate, to seek parent/guardian approval for additional family members or caregivers to be included in communications throughout the year.

School staff are encouraged to participate in community and cultural activities in order to better understand and relate to the community in which they teach.

Schools are encouraged to offer training on effective and positive family/school communication.

School staff should regularly assess the effectiveness of communication and adjust communication strategies to best meet the needs of students and their families.

*(cf. 1260 - Visits to the Schools)*

*(cf. 6020 - Parent Involvement)*

School staff are encouraged to communicate with families to celebrate and note the progress of each student. As part of this communication, teachers shall send progress reports and other data relating to student welfare, academic and social success, and also results of standardized testing. Communication should occur at regular intervals to establish a cohesive support structure for students, families, and school staff.

The School Board and staff shall encourage parents/guardians to communicate any concerns to school staff and their teacher.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 – Differential Graduation Requirements for Individuals with Exceptional Needs)*

*(cf. 6162.5 - Standardized Testing)*

Adopted 6/01

Revised \_\_/23