



# Parental Involvement

A Resource to Support  
the School Planning Process



## **Parental Involvement**

*Parental involvement is compelling not only in terms of what it will demand of us, but also in terms of what it can offer us. Successful parental involvement programs provide the link between the home and school that is essential to the growth and development of children, and enable principals, teachers and parents to work together towards a shared mission on behalf of learners.*

*Perspectives of Parent Involvement in Public School Education, Janet Lewis, 1996*

## 1. PARENTING

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### 1. General Parenting Resources – Self-help and Education for Parents

**Objective:** To offer parents opportunities to learn more about parenting.

**Considerations:** Language, Canadian content, cultural sensitivity

**Strategies:**

- Determine if school requires in-school resources to be available for parents; set budget.
- Create a collection (books, videos, pamphlets, websites, etc) kept within the school for lending to parents.
- Identify speakers and materials that support issues on parenting.
- Create links to resources in the board, community libraries and associations with access to resources.
- Consult with community representatives to determine process for parent's access to resources.
- Become aware of the resources available in the York Region District School Board (YRDSB) Learning Resources Centre that can be accessed by parents and communicate the process.

**Resources:**

- Library Consultant
- Resource Librarian
- Community Public Libraries
- York Region Health Services
- Professional Associations (e.g. College of Teachers)
- Federations (e.g. Elementary Teachers Federation of Ontario, Ontario Secondary Teachers Federation)
- Community Associations (e.g. Kids Have Stress Too!, Parent Child Resource Centres)
- Spiritual Leaders
- Websites
- Yorklink, A Community Services Directory

### 2. Professional and Para-Professional Parent Resources

**Objective:** To provide parents with assistance in managing specific situations or behaviour.

**Considerations:** Language, cultural sensitivity

**Strategies:**

- Offer general parenting courses through community partners to address issues of concerns to most parents such as: parenting children with special needs, understanding adolescence, building self-esteem, parenting for new immigrant etc
- Offer specific parenting course in response to individual needs such as single parents, families, crisis intervention, etc.

**Resources:**

- York Link
- Parenting Connection - York Region Health Services
- Community Directories (e.g. Community Resource Guide)
- Psychological Services

### 3. Counselling, Treatment or Therapy

**Objective:** To provide parents with access to specific counseling and treatment for their children

**Considerations:** Cost, language, and culture sensitivity

**Strategies:**

- Direct parents and families to community resources outside the school board for individual and specific assistance.
- Support referral from family physician.

**Community Resources**

- York Link
- Family physician
- Hospitals
- Family and Child Clinics
- York Region Health Services
- Psychological Services

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## 2. COMMUNICATING

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**Objective:** To provide principals, staff, school council chairs and school councils with a selection of resources to assist them with improving school to home/home to school communication.

**Considerations:** Language, Canadian content, cultural sensitivity

**Resources:**

1. **Books** (Available at the YRDSB Learning Resources Centre)

**HOW SMART SCHOOLS GET AND KEEP COMMUNITY SUPPORT (Susan R. Carroll and David Carroll)**

This book provides public school systems with a unique approach to building community support. The evolving “smart school” will turn challenges into opportunities, as this new way of thinking with relationship building first is integrated into everyday school life.

**SCHOOL-HOME NOTES: PROMOTING CHILDREN’S CLASSROOM SUCCESS (Mary Lou Kelley)**

This book provides practitioners with a detailed, comprehensive program that enables parents and teachers to work together to remediate children’s classroom behavior problems. It demonstrates how to develop and use school/home notes, includes case examples, handouts, guides and tables that highlight clinical applications.

**BUILDING SUCCESSFUL PARTNERSHIPS: A GUIDE FOR DEVELOPING PARENT AND FAMILY INVOLVEMENT PROGRAMS (National Parent Association)**

This practical resource focuses on ways to implement the six National Standards for Parent/Family Involvement Programs: Communicating / Parenting / Student Learning / Volunteering / School Decision Making and Advocacy / Collaborating With the Community

**PARENTS AND TEACHERS: PARTNERS IN LEARNING (Jane Baskwill)**

The author describes her growing concern about the lack of communication between home and school, and the positive action it inspired. She presents a convincing argument that teachers and parents must

become partners in the education of their children, and offers many practical ideas and strategies to assist them.

**MORE THAN BAKE SALES: THE RESOURCE GUIDE FOR FAMILY INVOLVEMENT IN EDUCATION (James Vopat)**

Vopat details proven ways of increasing parent involvement as well as providing the resource materials you will need to get started. He helps increase parent involvement in the classroom and school in ways that support learning and academic success.

**EDUCATION AND COMMUNITY: THE COLLABORATIVE SOLUTION (O.I.S.E. Press)**

A collection of articles submitted by educators who attended O.I.S.E.'s 1994 conference. Part 1 deals with Perspectives on School-community Relations.

Part 2, The practice of Linking Schools to Communities.

**COMMUNICATING WITH THE PUBLIC: A GUIDE FOR SCHOOL LEADERS (Anne Meek)**

Meek provides strategies for creating programs that cultivate the ongoing relationships necessary for long-term support of schools. Whatever their level of experience, school leaders will gain the knowledge and confidence they need to create and implement an effective communications program.

**PARENTS ASSURING STUDENT SUCCESS: (PASS): ACHIEVEMENT MADE EASY BY LEARNING TOGETHER (John R. Ban)**

The strongest message of this book is that parents do make a difference. The need for parental involvement today is critical because everything we now know about teaching and learning indicates that the parent is the first teacher.

**BEYOND THE BAKE SALE: AN EDUCATOR'S GUIDE TO WORKING WITH PARENTS (Anne Henderson et al)**

The authors address the whys and hows of developing positive home/school relations. They know and show that parents can and do make a big difference in promoting the positive characteristics of effective schools.

**AT HOME IN OUR SCHOOLS: A GUIDE TO SCHOOLWIDE ACTIVITIES THAT BUILD COMMUNITY (Child Development Project)**

This book provides strategies for helping all parents feel welcome at school, to see the school as a place to go, to share, and to contribute. It provokes deep thought around the need for inclusiveness in all that we do.

**THE ART OF WORKING TOGETHER: A GUIDE TO INTERORGANIZATIONAL CO-ORDINATION IN THE COMMUNITY (Special Education Branch Alberta Ed.)**

This book translates the findings of a study on inter-organizational coordination into implications and suggestions for practice. It provides strategies and tools for developing inter-organizational groups.

**2. Articles (Available at the YRDSB Learning Resources Centre)**

**PARENTS AND EDUCATORS AS PARTNERS**

(The High School Magazine v7 n5, Jan. 2000)

**RAISING PUBLIC/PARENTAL SUPPORT FOR SCHOOLS**

(The Education Digest v64 n1, Sept. 1998)

**BOOKS AND BRIEFCASE: NURTURING HOME AND SCHOOL PARTNERSHIPS**

(OPSTF News v7 n5, 1993)

**PARENT CONFERENCES: A CONVERSATION BETWEEN YOU AND YOUR CHILD'S TEACHER**

(Childhood Education v74 n2, Winter 97/98)

**IMPROVING RELATIONSHIP SKILLS FOR PARENT CONFERENCES**

(Teaching Exceptional Children/Fall 1995)

**CAN PARENTS AND TEACHERS LEARN FROM EACH OTHER?**

(The Canadian School Executive, v12 n8, February 1993)

**SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS: BUILDING BLOCKS FOR EDUCATION REFORM**

(Joyce Epstein, Draft Paper May 1994)

**WHAT DO TEACHERS AND PARENTS WANT IN THEIR COMMUNICATION PATTERNS?**

(Middle School Journal, May 1998)

**DEVELOPING TEACHER-PARENT PARTNERSHIPS ACROSS CULTURES:**

**EFFECTIVE PARENT CONFERENCES:**

(Intervention in School and Clinic v.33 n3 January 1998)

**THE FAMILY-SCHOOL CONNECTION**

(Transition v30 n1 Spring 2000)

**PROMOTING PARENT/COMMUNITY INVOLVEMENT IN SCHOOL**

(The Education Digest v63 n8 April, 1998)

**ONLY FOR MY KID**

(Phi Delta Kappan v79 n8 April 1998)

**PICTURE-PERFECT COMMUNICATION**

(Education Leadership – February 1999)

**HOME-SCHOOL RELATIONS AND THE EMPOWERMENT PROCESS**

(The Elementary School Journal v91 n3 1991)

**OPENING-SCHOOL DOORS:**

**TEACHER-PARENT STUDENT RELATIONS IN CYPRUS**

(Childhood Education v74 n6 1998)

**START AT HOME TO IMPROVE HOME-SCHOOL RELATIONS**

NASSP Bulletin v73 Jan. 1989)

**WHAT PRINCIPALS WOULD TELL PARENTS TO HELP PARENTS HELP THEIR CHILDREN and IF PRINCIPALS COULD TELL PARENTS JUST ONE THING TO HELP THEM HELP THEIR CHILDREN**

The Parent Institute, 1-800-756-5525 (publisher of the newsletters *Parents make the difference!*, *Parents STILL make the difference!*)

**SEVENTY-FIVE IDEAS TO BUILD PARENT INVOLVEMENT AND SUPPORT**

(The Parent Institute, 1-800-756-5525, publisher of the newsletters: *Parents make the difference!*, *Parents STILL make the difference!*)

**STRENGTHENING ELECTRONIC TIES BETWEEN HOME AND SCHOOL** (National School Public Relations Association, 301 519-0496)

**4. Websites**

**PREMIER SCHOOL AGENDAS (FAMILY & COMMUNITY INFORMATION)**

[www.fcpremier.com/family/](http://www.fcpremier.com/family/)

**“STRENGTHEN YOUR PARENT CONNECTIONS USING NEWSLETTERS”** [www.findarticles.com](http://www.findarticles.com)

#### **4. Suggestions from Secondary Students**

- Develop a segment on the website specifically for parent interaction.
- Ask for parents' email addresses on index cards the students complete at the beginning of each school year.
- Use school street signs to their full capacity by advertising more information.
- Produce a monthly newsletter parents can expect and ask for from their children. Also post newsletter on the website.
- Ensure school administrators' and teachers' email addresses are shared with parents.
- Use voicemail to its full capacity (e.g. each department should have a voicemail box monitored regularly by staff, allowing parents to leave messages specific to a curriculum program and at any time of day or night).
- Ensure school council and parent/teacher meetings are an open and welcoming environment for parents to speak their concerns and ask questions.
- Hold more parent information nights.
- Develop a telephone hotline that contains a variety of info (e.g. "for info on report cards, press 1, for info on busing, press 2....").

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### **3. VOLUNTEERING**

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**Objective:** To support schools with making effective use of volunteers to support student learning and to identify organizations that offer volunteer services.

**Considerations:** Language, training, cultural sensitivity, reciprocal relationships, volunteer support from the home

**Strategies:**

- Survey the school community (administration, teachers, parents) to determine the state of current volunteer practices.
- Analyze school plan to determine opportunities for volunteers within the school and decide upon the scope of the volunteer effort.
- Identify the skills volunteers require in order to be an effective resource to the school community.
- Specify and communicate volunteer roles (e.g. Volunteer Handbook).
- Develop strategies to attract, train and retain a volunteer bank within the school.
- Establish effective communication channels amongst all partners.
- Monitor and evaluate the volunteer effort as part of the school plan review process.

**Community Resources:**

- Parents and other adults from the school community
- York Link [www.yorklink.org](http://www.yorklink.org)
- Richmond Hill Helpmate (905-884-3839 or 905-884-3000)
- University and College Student Associations (e.g. York University Association for Black Students)
- United Way (905 474-9974)
- York Region Police – Community Division
- Service Clubs (e.g. Optimists, Lion's Club, etc.)
- Community Associations (e.g. Big Brothers, Block Parents)
- Spiritual Organizations
- Business partnerships (resources, services, people)

**YRDSB Resources:**

- Handbook of Information for Volunteers.
- Volunteer Reading Program

#### 4. LEARNING AT HOME

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**Objectives:** To help parents support their children's learning at home.

**Considerations:** Other demands facing children and families, language, time, homework policies, family resources

**Strategies:**

- Explore corporate literacy programs that support literacy outside of the school environment or provide opportunities for special events such as book fairs. (e.g. Ontario Place Millennium Reading Project, provides incentives to encourage literacy, [www.ontarioplace.com](http://www.ontarioplace.com))
- Provide parents with information about low cost programs such as those offered in local libraries.
- Provide parents with information about the curriculum along with suggestions as to how they can help their children at home.
- Provide information on enrichment opportunities
- Develop strategies to assist parents of special needs children.
- Emphasize the importance of learning at home being fun.

**Community Resources:**

- Raising Readers, York Region District School Board
- Education Network of Ontario ([www.enoreo.on.ca](http://www.enoreo.on.ca))
- Royal Ontario Museum ([www.rom.on.ca](http://www.rom.on.ca))
- Ontario Science Centre ([www.osc.on.ca](http://www.osc.on.ca))
- TVO, Tools for Teachers ([www.tvo.org/edulinks](http://www.tvo.org/edulinks) & [www2.tvo.org/pdonline](http://www2.tvo.org/pdonline))
- York Link ([www.yorklink.org](http://www.yorklink.org))
- Learning Disabilities Network
- Association for Bright Children (ABC)
- Canadian Parents for French (CPF)

#### 5. DEVELOPING AN EFFECTIVE SCHOOL COUNCIL

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**Objective:** To support principals, school council chairs and school councils with establishing the following "Habits of Effective School Councils".

- A focus on student learning
- A link to the school's priorities for growth and improvement
- An emphasis on promoting meaningful parental involvement and community involvement
- The collaborative leadership of the school principal
- Good processes for decision making
- A clear understanding of roles and responsibilities
- Training for the school principal
- Training for other school council members
- Effective strategies for achieving a wide range of involvement from the entire school community
- Knowledge of ways to effect change

Source: Ministry of Education and Training, School Council Training Handbook, 1996

**Strategies:**

Three Summary Vehicles for School Councils to Improve Student Learning:

1. Fostering Parental and Community Involvement in Education
2. Participating in the School Improvement Planning Process
3. Influencing decisions made by principals, school boards and the Ministry of Education

Source: The Road Ahead III, A Report on the Role of School Councils, Education Improvement Commission, November, 1998

## **Resources:**

### **1. Books**

#### **BUILDING COMMUNITY IN SCHOOLS (Thomas J. Sergiovanni)**

Both in and out of schools, people are experiencing a loss of community.

In this book, Sergiovanni explains why a sense of community is so vital to the success of any school and shows teachers, parents and administrators what they can do to build it.

#### **SCHOOL FAMILY AND COMMUNITY PARTNERSHIPS, YOUR HANDBOOK FOR ACTION (Esptein, Coates, Clark Salinas, Sanders, Simon)**

Practical methods for using all six of the types of involvement described in this YRDSB Resource Handbook to guide the school council and school staff to work towards an authentic School, Family and Community Partnerships (available through the National Network of Partnership Schools [www.partnershipschools.org](http://www.partnershipschools.org)).

### **2. Articles**

#### **SCHOOL/FAMILY/COMMUNITY PARTNERSHIPS, CARING FOR THE CHILDREN WE SHARE.**

J. Epstein, Phi Delta Kappan. May 1995, pages 701 – 712. (Available at the YRDSB Learning Resources Centre)

#### **Ontario's School Councils: Leading Them Forward to Have an Impact on Student Learning.**

G. Kerr, 14th International Congress for School Effectiveness and Change, Toronto, January 2001 (Available on-line at [www.edu.yorku.ca/icsei/papers/KerrPaper.html](http://www.edu.yorku.ca/icsei/papers/KerrPaper.html))

### **3. YRDSB Resources**

**YRDSB POLICY & PROCEDURE ON SCHOOL COUNCILS** (Policy & Procedure # 262)

**THE ELECTION PROCESS FOR USE BY SCHOOL COUNCILS**, Ministry of Education, June 2001.

**YRDSB HANDBOOK AND PRESENTATION FOR SCHOOL COUNCILS**

### **4. Websites**

**SCHOOL IMPROVEMENT PLANNING – A HANDBOOK FOR PRINCIPALS, TEACHERS AND SCHOOL COUNCILS.** A publication of the Education Improvement Commission for guiding Principals, Teachers and School Councils to work together towards common goals and school improvement plans. <http://eic.edu.gov.on.ca/eicroot/english/public/sihand/default.asp>

**SCHOOL COUNCIL HANDBOOK: A RESOURCE FOR MEMBERS OF SCHOOL COUNCILS (1996).**

Handbook developed by the Ministry for School Councils.

<http://www.edu.gov.on.ca/eng/document/resource/handbook.pdf>

**THE ROAD AHEAD III – A REPORT ON THE ROLE OF SCHOOL COUNCILS (1998)**

<http://eic.edu.gov.on.ca/eicroot/english/counc/report/road3/report.asp>

**THE YORK REGION DISTRICT SCHOOL BOARD SCHOOL COUNCIL WEBSITE**

<http://www.yrdsb.edu.on.ca>

**The Ontario School Council Support Centre**

<http://www.schoolcouncils.net>

**The National Network of Partnership Schools**

<http://www.partnershipschools.org>

## 6. COLLABORATING WITH COMMUNITY

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**Objectives:** To identify and integrate resources and services from the community that strengthen school programs, family practices and student learning and development.

**Strategies For Effective Collaborative Service Provision:**

- Provide information for students and families on health, cultural, recreational, social supports, and other programs or services available in the community
- Provide information on community activities that are linked to learning skills and talents (e.g. summer programs)
- Develop partnerships with community agencies, organizations and businesses to provide services such as health, recreation and culture in schools
- Involve all key partners – Include participation of not only those with the power to negotiate change, but representatives from those whose lives will be affected.
- Choose a realistic strategy. Partners need to choose a strategy that reflects the priorities of service providers, the public, key policy makers, the availability of resources and the local needs.
- Establish a shared vision. Collaborative partnerships must create a shared vision of better outcomes for those they serve.
- Agree to disagree in the process. Establish a communication process that gives permission to disagree and uses conflict resolution as a constructive means of moving forward.
- Make promises you can keep. Set attainable objectives in order to create a momentum and a sense of accomplishment.
- Keep your eyes on the prize. It is easy for collaborative initiatives to become so bogged down in the difficulty of day to day operations and disagreements that they lose sight of the forest for the trees. Remember, we are striving for better outcomes and more successful futures for the children and families we serve.
- Build ownership at all levels. The commitment to change must extend throughout the organizational structure of each participating agency/service.
- Publicize your success. Well-publicized results that consistently meet reasonable objectives will go far to attract the support and funding necessary to replicate and expand innovation.

**Resources:**

**THE ART OF WORKING TOGETHER: A GUIDE TO INTERORGANIZATIONAL COORDINATION IN THE COMMUNITY. 1993. 370.1931 ART**

This guide translates the findings of the extensive “interorganizational coordination” study conducted across Alberta in 1992 into implications and suggestions for practice. “It includes findings of the survey, makes reference to examples of interorganizational coordination in Alberta, and provides strategies and tools for developing an interorganizational group.”

**BUILDING SUCCESSFUL PARTNERSHIPS: A GUIDE FOR DEVELOPING PARENT AND FAMILY INVOLVEMENT PROGRAMS. 2000. 370.1931 BUI**

“Based on research, *Building Successful Partnerships* provides a blueprint for developing quality involvement programs that work. This practical resource focuses on ways to implement the six National Standards for Parent/Family Involvement Programs:

- \* Communicating
- \* Parenting
- \* Student learning
- \* Volunteering
- \* School decision making and advocacy
- \* Collaborating with the community.”

**CAROLL, SUSAN ROVEZZI AND DAVID CAROLL. HOW SMART SCHOOLS GET AND KEEP COMMUNITY SUPPORT. 1994. 370.1931 CAR**

*How Smart Schools Get and Keep Community Support* provides “tremendous insight into establishing positive community relations without incurring a great deal of financial expense.”

**DECKER, LARRY E. AND VIRGINIA A. DECKER. "REBUILDING THE HOME-SCHOOL-COMMUNITY PARTNERSHIP." 1994. V.F. SCHOOL/COMMUNITY**

"This paper outlines a process for rebuilding the educational partnership among schools, communities, and homes. The process is based on community education, which is both a philosophy of education and the model for the systematic development of community and educational partnerships."

**EDUCATION AND COMMUNITY: THE COLLABORATIVE SOLUTION. PROCEEDINGS OF THE INTERNATIONAL CONFERENCE LINKING RESEARCH AND PRACTICE. 1994. 370.1931 EDU**

"The gulf between schools and their communities, and the dependence each has on the other, is becoming increasingly apparent. Communities need what schools have to offer; yet communities also need to ensure that what schools offer is what communities, in fact need. How the two can collaborate to fulfill their mutual responsibilities is a complex and often subtle manner....These proceedings capture but a portion of the presentations at the School and Community Conference; other sessions emphasized participation or particular programs rather than formal papers."

**A GUIDE TO SCHOOLWIDE ACTIVITIES THAT BUILD COMMUNITY AT HOME IN OUR SCHOOLS: IDEAS FROM THE CHILD DEVELOPMENT PROJECT FOR PARENTS, TEACHERS AND ADMINISTRATORS. 1994. 370.1931 ATH**

*A Guide to Schoolwide Activities*... "gives wonderful suggestions for schoolwide activities and offers a process for 'rethinking' our existing activities." This book "provokes deep thought about the need for inclusiveness in everything we do. This book has given us strategies for helping all parents feel welcome at school – to see school as a place to go, to share, to contribute."

**HUFFMAN, GAIL M. AND OTHERS. "BUILDING BRIDGES BETWEEN PUBLIC SCHOOLS, INDUSTRY AND HIGHER EDUCATION: COLLABORATION IN MATHEMATICS AND SCIENCE." 1995. V.F. SCHOOL/BUSINESS RELATIONSHIP.**

"This presentation describes the establishment of a cooperative program between the University of North Carolina – Charlotte, the 15 school districts in the Southwest Region of North Carolina, businesses and industries, and community agencies such as local museums to promote interest in math and science education."

**KARLS, DORIS K. AND OTHERS. "LEARNING PARTNERSHIPS: LESSONS FROM RESEARCH LITERATURE AND CURRENT PRACTICE IN SECONDARY EDUCATION." 1992. V.F. SCHOOL/COMMUNITY.**

"The following features characterize collaborative partnerships: shared goals; mutual respect and trust; cooperative effort; shared power; contribution of varying talents, perspectives, and resources from each partner; and shared accountability. An historical perspective of partnerships in education can give some clues as to the barriers that might be experienced in movement to collaborative work and what might be learned from efforts that have been successfully implemented....The success of apprenticeships, mentorships, and experiential learning opportunities in the past is renewing interest in replicating these methods in today's educational system."

**MEEK, ANNE. COMMUNICATING WITH THE PUBLIC: A GUIDE FOR SCHOOL LEADERS. 1990. 370.1931 MEE**

'In this book, Anne Meek urges K-12 educational leaders to move beyond the all-too-familiar "crisis communications" approach and to establish "proactive communications," or baseline communications programs – "the foundation for strengthening connections" within schools and between schools and their communities. This book provides strategies for creating programs that cultivate the ongoing relationships necessary for long-term support of schools.'

**MIGUEL, LAURIAN A. "SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT. SCHOOL BOARD SURVEY RESULTS." 1990. V.F. SCHOOL/BUSINESS RELATIONSHIP**

"The Illinois Council on Vocational Education polled members of local school boards and administrators on their perceptions of vocation-technical education and business community participation in schools programs and planning."

**NEUFELD, G. RONALD. "COMMUNITY/SCHOOL PARTNERSHIPS. STAY IN SCHOOL INITIATIVES, BOOK 2." 1992. V.F. SCHOOL/COMMUNITY**

This publication, the second in a series of three monographs on solutions to the dropout problem in Canada, adopts the view that the "cracks" in human services systems could be "mortared" at the level of local schools with services and programs that include academic, social, emotional, and vocational elements. The monograph also identifies potential partners in education; suggests procedures and strategies to recruit and involve the community in schools and outlines possible roles and functions for individuals and interest groups in the community, such as school boards, teachers, business/industry, media, and universities.

**SCHOOLS AND THE COMMUNITY: A NECESSARY PARTNERSHIP: A GUIDE TO INTERAGENCY COLLABORATION. 1991. 370.1931 SCH**

"Today we recognize the problems facing students and families as community problems that require community solutions. In recognition of our collective responsibility, the most viable course of action requires the co-operation, collaboration and commitment of all partners....Interagency collaboration is not a new idea. Schools and community agencies have been collaborating in various ways for many years. However, the concept has been "reborn: due to social and economic conditions that are here to stay. Interagency collaboration is more than an optional activity. It has become a necessity indicative of our changing times and our global focus on integration rather than isolation."

**STONE, CALVIN AND GARY WEHLAGE. "COMMUNITY COLLABORATION AND THE RESTRUCTURING OF SCHOOLS." 1992. V.F. SCHOOL/COMMUNITY**

"This paper presents a conception of collaboration that argues that greater comprehensiveness, coordination, and efficiency of human service delivery are not sufficient to respond to the problems of disadvantaged youth, nor to the needs of the larger society that wants a more competent work force. A broader and theoretically more powerful conception is of collaboration that includes parents and the private sector as well as human services. Explored is collaboration aimed at building "social capital" for youths and their families. A commitment to a "social contract" with youth that explicitly links school achievement to employment and higher education opportunities is given."

**STONE, CALVIN R. "SCHOOL COMMUNITY COLLABORATION: COMPARING THREE INITIATIVES. BRIEF TO POLICYMAKERS, NO. 6." 1993. V.F. SCHOOL/COMMUNITY**

"This brief identifies and compares three initiatives: interagency collaboration at the executive level, collaboration among front-line professionals, and collaboration directly with community members."

**WRAY, RALPH D. AND THOMAS HAYNES. "BUSINESS/EDUCATION COLLABORATION: PERCEIVED ROLES FOR PARTNERS." 1992. V.F. SCHOOL/BUSINESS RELATIONSHIP**

"Findings of a study that examined the roles of business representatives and business educators in establishing collaborative relationships in the 1990's, as perceived by selected secondary and postsecondary business instructors in Illinois, are presented in this paper."

**PARENTAL INVOLVEMENT**  
**A Resource to Support the School Planning Process**

**FEEDBACK FORM**

1. Did your school choose "PARENTAL INVOLVEMENT" as a priority area for the purpose of school continuous improvement?

YES            NO

2. Was this resource helpful in developing your school plan for continuous improvement?

YES            NO

3. To what degree did this resource meet your needs?

not at all            completely

1      2      3      4      5

4. What did you find most valuable?

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5. What changes would you recommend to improve the quality of this resource booklet?

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6. Additional comments

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Thank you for taking the time to complete this form.

**PLEASE RETURN THIS FEEDBACK FORM TO:**

*Ken Thurston*  
*Coordinating Superintendent of Education*  
*Staff and Community Relations*