

An effective partnership between parents and schools increases student success. A partnership is effective when all partners understand and meet their individual and collective roles and responsibilities.

As their children's first teachers, parents provide a home environment that encourages and nurtures their children's education. This home environment is enhanced when the school and parents work cooperatively in support of education. Therefore, Frontier School Division believes that parents must:

- a. be informed about their children's progress and school policies and procedures,
- b. ensure their children attend school regularly in accordance with legislation,
- c. initiate and participate in the wide variety of activities in, or related to, the school or decision-making process, and
- d. show appreciation of and support for the school's efforts.

Further, parents provide support, guidance and direction in Frontier School Division. Their meaningful involvement creates a home-school partnership that assists the Division in providing a quality education for their children. This involvement takes many forms and must:

- a. foster mutual cooperation to work towards excellence in education,
- b. establish close positive partnerships between school and home based on mutual support and trust,
- c. enable parents to be informed partners in the education of their children,
- d. establish a collective responsibility for the education of children.

Such activities contribute to a successful partnership where parents are full contributing partners in the education of their children. To foster this partnership, the Division and schools must be active members of the partnership and must use a variety of strategies to ensure that parents:

- a. parents know what their children are learning,
- b. are heard and their concerns addressed,
- c. understand the decision-making process used in the school and Division,
- d. have a variety of opportunities for the meaningful involvement,
- e. know their efforts are appreciated,
- f. are active participants in the communication process for the school,
- g. feel welcome in an open, positive and receptive school environment,
- h. acquire the skills, knowledge and confidence they need to become active partners in the education of their children.

Adopted September 1, 2009		
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