

Woodlin Elementary School
My Job, Your Job, Our Job

Belief Statement: Family and school represent the primary environments in which young children grow and develop, and good schools value parental involvement. The foundation for good parent-teacher relationships is frequent and open communication, mutual respect and a clear understanding of what is best for each individual child.

Rationale: In order to build a positive partnership between staff and parents/guardians, we must clarify and agree to roles and responsibilities involved in student learning. This chart is a reminder that all members of our school community are held accountable for the agreed upon jobs.

COMMUNICATION & RELATIONSHIP BUILDING		
My Job (Staff)	Your Job (Parents/Guardians)	Our Job (Together)
<ul style="list-style-type: none"> ● Let parents know that they can expect you to respond to email or phone calls within 24 hours, and make sure parents know the best contact number and e-mail and time of day to reach you ● Reach out to parents by making at least 1 personal phone call or contact per quarter to share something positive about a student ● Remember that some topics are better discussed face-to-face or in a phone call instead of e-mail. Use email to share information, not concerns or have a discussion about students. Call or meet with parents to have interactive discussions about student learning and progress ● Respect student and family confidentiality. Talk about students and families privately and professionally (not in common areas, hallways, or the outer office) ● Be vigilant and sensitive to the social emotional well being of students. Support students in making and keeping friends, resolving conflicts, and feeling positive. Tell parents if there are concerns 	<ul style="list-style-type: none"> ● Take the initiative to get to know your child's teacher and stay in touch. If you cannot attend back to school night or other events held to introduce teachers and administrators to parents, then call to arrange a time to meet ● Wait to hear the full story before making judgments. Don't negatively assume the worst about a teacher or situation ● Let the teacher know what they are doing well. ● Read the information that goes home and respond to requests for feedback in a timely manner ● If you think a staff member is not handling a situation well, do not tell that to the child. Ask for a meeting with the staff member to talk about it ● Try to get to know your child's close friends and their parents ● Reach out to the school and other parents if you feel your child is being teased or bullied by a student. Don't brush off concerns or overreact. Remember not to put the responsibility of addressing concerns solely on the teachers and staff 	<ul style="list-style-type: none"> ● Listen first in order to understand ● Speak respectfully and kindly to each other and to children ● Understand that we may not always agree, but we both care about the success of students ● Speak positively and in support of one another. Respect each of our roles in the success of students ● Work together to help children feel safe, secure, and supported by all of the adults. Work with one another to ensure all students are well adjusted and happy children ● Do not assume that either of you knows what the other is thinking. Always take the time to clarify if there is a question

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PROGRESS REPORTING		
My Job (Staff)	Your Job (Parents/Guardians)	Our Job (Together)
<ul style="list-style-type: none"> ● Have clear and accurate information about student learning ● Tell parents if a child is struggling before a report card goes home ● Inform parents if a child is being referred for extra help or interventions ● Suggest resource (books, web sites, games, etc.) for parents to use in helping their children meet their academic challenges and reach their full potential 	<ul style="list-style-type: none"> ● Review your child's data notebook and check their take home folder regularly ● Help your children with their work and keep tabs on what they are studying ● Talk to your child regularly about his or her progress in school. If you think your child is having difficulty, let the teacher know and be prepared to work together to solve the problem 	<ul style="list-style-type: none"> ● Provide students with encouragement and multiple opportunities to learn information ● Recognize that children are unique and each child learns differently
VISITS		
My Job (Staff)	Your Job (Parents/Guardians)	Our Job (Together)
<ul style="list-style-type: none"> ● Welcome parents into my classroom ● Greet parents by name and smile to say hello ● Let families know how they can be helpful and can ask for their assistance with specific activities ● Be careful not to make assumptions about a family member's level of knowledge, understanding, or interest ● Schedule an adequate amount of time for a meeting so that parents do not feel rushed 	<ul style="list-style-type: none"> ● Call before you want to visit the classroom ● Respect the instructional day and do not drop into the classroom without an appointment ● Call if you cannot make an appointment ● Come to appointments or conferences on time 	<ul style="list-style-type: none"> ● Respect each other's schedules and times. ● Be prepared for visits or conferences with questions and information to have meaningful discussions