

# THE MOST VALUABLE PARENT PROGRAM

The Most Valuable Parent (MVP) Program offers the parents/caretakers of Mundy's Mill High School students the opportunity to earn parental involvement points by participating in parental involvement activities. The amount of points a parent/caretaker earns is based on the activity in which he/she participates. Relatives other than parents/caretakers of Mundy's Mill High School students may volunteer for parental involvement hours on behalf of the parent/caretaker or earn parental involvement points for themselves.

The Most Valuable Program for parental involvement is designed to encourage parents/caretakers of MMHS to actively participate and be involved in their child's and their child's classmates' educational experience. With practical activities and incentives, everyone is welcome!

## WHAT IS IT? HOW DOES IT WORK?

Parents can participate in the following areas and others that may not be listed including:

### School-Based Involvement

- Making and Answering Phone Calls
- Greeters
- Homeroom Parent
- Grade Level Parent
- Morning/Afternoon Supervision
- Tutoring
- Classroom Assistance
- Cafeteria Monitors
- Custodial or Cafeteria Assistance
- Joining the PTA



- Financial Contributions \$20=10 pts

### Attendance

- PTA meetings
- Parent/Teacher Conferences
- Community Clean-up
- Awards Day

- School Dances
- Father/Daughter Ball
- Mother/Son Social
- Career Day
- Doughnuts for Dads
- Muffins for Moms

### Bonus Points

- Child makes All A's
- Child makes A/B Honor Roll
- Child Reads 25 books
- Child selected as the Student of the Month
- Referring parents to join the PTA
- And so much more!!!

## WHAT THE RESEARCH SAYS

Margaret Ferrara, the chair of the Department of Curriculum, teaching, and Learning at the University of Reno, Nevada and Peter Ferrara, CEO of International Consultants for Leadership in Education (2005) state that *parent involvement promotes better student attendance, increased graduation rates and less grade retention,*

*higher parent and student satisfaction with school, less discipline reports, and higher achievement scores in reading and math* (Hiatt-Michael 2001). They also find that *teachers will readily admit that they have had very little training, if any, working with parents* (see Baker et al. 1999). Even today, there is *limited professional*

*development at the school or district levels that incorporates the importance of the role of parents and how classroom professionals can harness this parental power as a means of improving and sustaining student learning* (Hiatt-Michael 2001; hartrand, Kreider, and Erickson-Warfield 1994).