**Principal-PTA Relationships**

**Additional Feedback from MCAAP + MCCPTA Board of Directors**

**February 13, 2019**

* Focus on NEW Principals
* Best practices are ideal, but also provide tips on fixing broken relationships
* Principal visibility is important but requires an advance conversation and expectations between the principal and PTA leaders. If the principal is in night school, lives far away, or has other professional or personal obligations that limit his/her attendance at evening school events, make this known in advance to PTA leaders so they can explain to families if questioned “why isn’t the principal here?” And designate another administrator or staff to participate
* Define “autonomy” of principals
* Principals want to work with PTAs as they advocate, but they are also agents of the school system. There are certain areas where it’s inappropriate for principals to advocate. Encourage principals to explain. PTAs need a better understanding of when principals can cooperate and when they can’t.
* PTAs can encourage teachers to join PTA during pre-service week.
* Acknowledging and appreciating staff support of PTA (shout-outs, door signs, bulletin boards, e-list “new member” messages) encourages staff membership and participation.
* Offering instructional grants is an effective way of encouraging teachers to participate in PTA.
* Teacher contracts require attendance at 3 evening school events. One can be determined by the principal (usually Back to School Night). Teachers select the other two. Some schools substitute event attendance with service on a school committee.
* PTAs can get more teacher support by limiting meeting times and respecting those times – start and end ON TIME. Teachers have beeen at school ALL DAY!
* PTA use of Connect-Ed: works best with guidelines:
  + Establish and adhere to submission deadlines
  + Provide a script that’s ready to read
  + Connect-Ed tracks calls answered live, hangups and voicemails. Trends show people hang up when they hear the principal’s voice (again). Consider using parents and especially students to record messages.
  + Consider a consistent day for (weekly? Biweekly?) principal updates.
  + Be aware of length. Voicemails may cut off information after one minute.