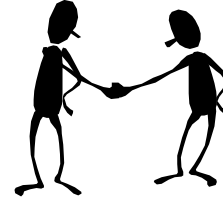


Title I Parent Involvement Policy
Parkers Prairie Schools
ISD #547



Developed December 2007
Revised August 2016

1. Purpose

Parkers Prairie Public School District #547 is committed to providing a quality education to every child in the district. In order to do this we must establish partnerships with parents and the community. It is only when the school and the home work together that we promote the highest achievement for our children. As their first and most constant teachers and role models, parents play an essential and extremely important role in the education of their children. Support from the home for both the child and the school is critical component to the success of the children.

Essential grade level goals and standards for the children of District #547 will be developed and communicated to all parents in the district through the reporting process. All students will work toward these goals. All adults, including parents and school district staff, will be expected to support children's attainment of these goals. We recognize that students of District #547 who demonstrate the need for academic intervention will receive Targeted Assistance via Title 1 funding. District #547 intends to include parents in all aspects of the district's Title I program. The goal is a school-home partnership that will help all students in the district to succeed.

2. Implementation of Parent Involvement Components

Involving parents in the joint development of its district wide parent involvement plan:

- A. **State MMR** – Parents in the district will be informed of the school MMR (Multiple Measurement Rating) results through the principal's newsletter at both the elementary and high school as well as in the local newspaper, the Parkers Prairie Independent. These activities will take place in the month following the release of these results.
- B. **Identifying Students who Qualify for Title I Services** – Parkers Prairie is a Targeted Program. Guidelines for determining the need for support through Title I will give consideration to students who are performing below grade level and have standardized test scores below the 25th percentile or more on measures including but not limited to the STAR Reading Assessment, FAST, Minnesota Comprehensive Assessments III, AVMR (Add Vantage Math Assessments), and Fountas and Pinnell Benchmarking. Classroom formative assessments will also provide data as a factor in determining Title 1 support. Parent notification of Title services will be shared by the classroom teachers so that parents are aware of what type of intervention their child(ren) are receiving.

- C. **Parent Involvement in Writing the Plan** - Parents will be invited to participate annually in reviewing the district's Title I Parent Involvement Policy. Panther Parents will act as an advisory team. They will network with other parents for additional input and use information gathered from a spring parent survey to use at a plan review meeting held annually during the summer months. The parent involvement plan will be available to all parents on our district website.
- D. **Notification of Qualification for ELL Services** – We currently do not have any students in our district who qualify for or require ELL services.

Involving parents in the process of school review and improvement:

- A. **Notifying Parents that the School as Been Identified as Being in Need of Improvement** – If the school is identified through the AYP process as being a Priority or Focus school, parents will be notified through correspondence from the superintendent's office. The principal's monthly newsletter and the district's website will also be methods of communicating current status and plan of action to parents.
- B. **School Support Team** – If the school is identified as a Priority or Focus School, parents of the subgroup/s identified will be given the opportunity to be part of the school support team. They will be notified of this opportunity through a mailing informing them that their child is part of the subgroup identified and offering them the opportunity to become part of the school support team.
- C. **Conducting Staff Development** – A component of the school review and improvement process will include staff development for all teaching staff in the area of implementing effective strategies for parental involvement. If the district was identified as being in need of improvement one building in-service training day would include this topic.

3. Planning and Implementation of Effective Parental Involvement Activities

In order to coordinate technical assistance and other support in the pursuit of effective parental involvement activities to improve student academic achievement and school performance in our school the following actions will be taken:

- A. **Title I Coordinator** – The Title I coordinator will engage in professional development activities to enhance understanding of the Title I program and increase awareness of best practice in Title I parent involvement. This will be accomplished through reading, using available state and federal web resources, attending appropriate professional development opportunities on Title I parent involvement, and networking with other Title I program coordinators/administrators.
- B. **Title I Staff** – The Title I staff members will engage in professional development activities to enhance understanding of best practice in Title I parent involvement. This will be accomplished through reading, using available state and federal web resources, and attending appropriate professional development opportunities.
- C. **Regular Teaching Staff** – Title I Coordinator and staff members in the district will work together to share ideas for best practice and innovation in parent

involvement with other teaching staff in the building through professional development, staff meetings and informal conversation.

- D. Parent Involvement Planning Team** – Panther Parents will act as the Parent Involvement Planning team and will be established annually, with representation from staff members and parents. This group will meet at least four times annually and plan a minimum of three parent involvement activities throughout the school year. This group will also endorse additional parent education offerings in the region and communicate pertinent information to parents.
- E. School Newsletter** – The principal’s school newsletter either electronic or in print will be used to keep parents informed of parent involvement activities in the school and community, as well as strategies, activities and routines that can be implemented by parents in the home to increase student academic achievement.

4. Coordination and Integration of Parent Involvement with Other Programs

Parkers Prairie believes that a collaborative and coordinated approach to service delivery and parent involvement benefits all children and families. A number of programs are administered out of the Parkers Prairie Elementary School that have strong parent involvement components. These programs are integrated with Title I Part A parental strategies in the following ways:

- A. Head Start** – Parkers Prairie does not currently have enough income eligible families to host a Head Start site. We stand ready to serve in this capacity should this change in the future.
- B. Early Childhood Family Education (ECFE)** – This is a Minnesota program that is an absolute model of ideal parent involvement and education. The ECFE program is located in our Elementary building and is available to all families in the area who have children from birth through school age. The program is built upon that belief that the parent is the first and foremost teacher for every child. We will work closely with the ECFE program to learn from their success with parents and to build our school age activities around their family fun nights and activities throughout the year. Also, ECFE staff members will be involved in staff training, sharing with school aged staff strategies for successfully working with parents and doing parent education.
- C. School Readiness** – School Readiness is located in our building. Families of students in School Readiness are offered parent conferences during the same time as school age conferences happen, at times convenient to the family. Parents of school readiness students are invited and encouraged to participate in school wide parent involvement activities. These families are also included in the monthly school newsletter, informing them of parenting tips and parent involvement activities and opportunities. Our program includes four half days for 4-year olds and two half days for 3-year olds.
- D. School Age Child Care** – Parkers Prairie makes school aged childcare available to parents on site in the elementary school from 6:00 am to 6:00 pm on school days, during the summer, and on most school holidays. This program provides a safe alternative to being home alone. This program offers another opportunity for

school staff to connect with parents as they pick up and drop off their students. The school age care program staff is invited to all staff development opportunities on parent involvement.

5. Annual Evaluation of the Content and Effectiveness of Parent Involvement

An annual evaluation will be designed by the Title I Coordinator. It will be made available to all Title I parents during spring conferences. The language of the survey will be as clear and succinct as possible. Parents and teachers will provide input regarding the type of information we need to continue to improve our parent involvement practices.

The survey will be also be designed to allow parents to share input about how we can increase parent participation in our school and in what ways parents would like to be more informed or involved.

The results of this survey will be made available at the parent involvement policy meeting during May or June, when the Parent Involvement Policy is being reviewed. Findings of the survey will be used to develop strategies for more effective parental involvement. All Title I parents will be invited to participate in this process, with particular emphasis placed on securing participation from families who are economically disadvantaged, disabled have limited English proficiency, limited literacy, or members of a racial or ethnic minority.

6. Building Capacity for Strong Parental Involvement

In order to support academic success it is essential that parents understand what is expected of children at school, including content of both academic content standards and academic assessments. The school also needs to assist parents in developing strategies for monitoring progress and working with educators. In order to support their children in school, parents also need support in understanding the various compacts that exist between the school and home, including the Family Handbook, and the Title I Parent/School Compact. In order to support families in developing these skills a variety of activities will be implemented.

A. Actions to assist parents in understanding relevant topics:

- **Back to School Night** – Each year, in the week before school starts, a Back-to-School Night event will be sponsored by the school. This event will give families the opportunity to come into school and meet the teachers. This is the first point of relationship building for parents and teachers. At this event, teachers begin to communicate grade level expectations for the year. A large group session identifies the Targeted Title program and how it serves students in need. The large group session is also an opportunity to extend an invitation to parents to volunteer and/or participate in school activities and to create an open door policy for

listening to concerns. Refreshments are served to create a warm, welcoming atmosphere.

- **Volunteer Sign Up** – At back to school night we collect forms that allow parents to sign up for a variety of volunteer positions in our school. A volunteer coordinator collects the forms and generates a master list that can be referenced throughout the year.
- **Parent Forums** – Parent forums will be offered by the school throughout the year. Specific topics identified by parents as being high interest will be addressed. These could include, but are not limited to such things as understanding the standards, preparing for the MCAPs, helping your child with homework, sleep and healthy eating, etc.
- **Family Night** – An evening of fun and educational activities are planned to bring families into the school for math or literacy related focus areas.
- **Informational Materials** – Informational materials will be sent home to parents with the newsletter that address topics related to academic success.
- **Parent Teacher Conferences** – Two times during the school year, parent teacher conferences will be offered. At these conferences, parents can meet with classroom teachers and Title I staff members and ask questions about their child’s academic progress. Teachers are expected to be prepared to offer concrete suggestions to parents of how to support learning in each area in which a student is struggling.
- **Classroom Newsletters** – Teachers send classroom newsletters home to parents, informing them of specific projects and activities in their child’s classroom and offering suggestions of how parents can help support the learning of their children. Some teachers post newsletter information on their classroom blogs.

B. Actions to assist parents in working with their children to improve academics:

- **Kiwi Packs** – All students in K-2 grade will have “Kiwi Pack” book bags which are carried between home and school with appropriate “at level” reading materials. Parents commit to read the books with children at home before sending the Kiwi pack back to school.
- **Parent Resources** – Resources on a host of relevant topics are available to all parents in the district. There are resources available on a variety of parenting topics for children age birth through the middle school years. Upon parent request, books and other resources can be borrowed from the library.
- **Internet Access/Training** – Training on how to use the internet to search for information is available upon request to any interested parents in our computer lab at school. Access to the internet is available to all patrons of the district through the school library. Specific information and web addresses for Minnesota state standards and other sites that provide help with homework and student skills will be shared with parents through newsletters and on the district website.

C. Actions to assist staff in reaching out to build strong relationships with parents:

- **Staff Training** – Staff receives updates and reminders on best practices for parent teacher conferences as well as strategies for communicating successfully with all parents.
- **Title I Conference** – Title I staff and/or coordinator will attend at least one MASFP conference each year, and will select at least one breakout session each time on the topic of parent involvement.
- **Parent Phone Calls** – Throughout the year, teachers are encouraged and supported in making frequent contact with parents in a variety of ways. Phone calls are an important means of communicating with parents and are used to acknowledge success as well as provide suggestions about how a parent might provide additional support to a child at home.
- **Email/Website Access** – All teachers have web based e-mail access that can be utilized at home or school. This allows for easier contact with some parents who prefer this mode and have access themselves. Teachers also have the option of developing a classroom blog which is associated with the district website and supported by district technology staff. This is another means of reaching out to parents.
- **Parent Communications Training** – Each year, at least one staff development topic will be devoted to improving parent communications. This training will be for all teaching staff including regular classroom staff, Title I staff, and special education staff.
- **Professional Resources** – Professional resources, such as books and other media materials, will be purchased annually and made available through the teacher resources library located in the staff work room. Staff members spending time with these materials will be encouraged to share either formally or informally with other staff members the suggestions and ideas that they gained from the materials. Teachers who come across articles related to parent involvement in professional journals are encouraged to make other staff members aware of them.

D. Actions to ensure that information is sent to parents in a uniform and understandable format:

- It is important to recognize that families are busy and many family systems are stressed by the demands of meeting day to day needs. By recognizing that parent involvement is the most difficult for some of the families that we most want to reach will challenge us **to be creative in our efforts to support families in meaningful ways rather than judging or dis-empowering them.**
- Design **written communications to parents that are clear, concise and easy to understand.** Making them visually appealing with photographs and other clip art is a strategy for increasing the likelihood they are read.
- **Newsletters** with helpful information regarding school events and parenting tips will be sent electronically to families. A hard copy will be sent to those families not having internet access at home.

- When important parent meetings or educational opportunities are publicized, it is essential that the **information is shared in a variety of ways**, rather than just one notice. Multiple methods can include email notices, fliers posted in the school, reminders sent with students, or instant alert.
- When there is a question about the literacy skills of parents, it is essential that staff members place **a phone call to the home** to provide the information verbally, rather than depending only on the written word.
- **Talking to children about upcoming events** and asking them to remind parents is another strategy that can be successful, especially for school wide events when children wish to participate.
- Although we currently do not have any ELL families in our district, this could certainly change at any time. If we were to have one or more families whose first language was something other than English, we would **translate** written documents so they could be presented to the family in their home language. We would also have **interpretation services** available for parent conferences and other meetings in which these parents were in attendance.