

Remer Elementary Parent Involvement Plan 2017-2018

Remer Elementary is committed to the goal of providing quality education for every child in the school. To this end, we want to establish partnerships with parents and the community.

Everyone gains if school and home join to promote high achievement by our students. Neither home nor school can do the job alone. Parents play an important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

Remer Elementary agrees to implement the following requirements:

- Put programs, activities and procedures for the involvement of parents into operation. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Will work to ensure that the required school-level parent involvement plan meets Title I requirements, and includes, as a component, a school-parent compact.
- Will incorporate this school-wide parent involvement plan.
- In carrying out the Title I parental involvement requirements, to the extent practicable, Remer Elementary will provide full opportunities for the participation of parents with limited English proficiency, parents with children who have disabilities, and parents of migratory children, including giving information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in language parents understand.

I. Parental involvement in developing the policy

a. An advisory committee of parents, teachers, community members, paraprofessionals, and principals will meet to develop our school's Parental Involvement Policy. Our advisory committee will be chosen from volunteers in the Remer Elementary attendance area (after appropriate publicity about the need for volunteers). The goal is to have at least three parents on the committee.

b. An annual evaluation of the content and effectiveness of the policy will be conducted with the involvement of parents. Academic progress and barriers to parent participation will be evaluated.

II. Annual meeting for parents

a. An annual meeting will be held for parents, giving them an opportunity to view title I guidelines, programs offered, and the current Parental Involvement Policy. Parents are asked if they are interested in serving on the Title Advisory Committee. Information about the state standards and assessments is available with staff available to answer questions. Materials and ideas for assisting with student work at home are available. Opportunities for literacy training are shared.

III. Types of parental involvement.

a. Parents will be invited to visit the school

b. Parents are encouraged to attend the annual meeting.

c. Parents are asked to consider being on the Title Advisory Committee.

d. Parents attend "back-to-school" meetings to meet their child's teachers, become familiar with the school, and get an overview of the school's curriculum, policies, and procedures.

- e. Parents attend PIE (Partners in Education) conferences the 2nd Friday in September to establish goals for the year and go over student, parent, and teacher responsibilities (compact). At this conference, the Title I program is explained. Parents are then asked to sign the eligibility form if they agree to place their child in the program (services may be refused).
- f. Parents attend conferences with the regular education and specialist teachers to review student progress.
- g. Parents are asked if they are interested in volunteering for various purposes at the school or for School functions and/or trips.
- h. Parents are encouraged to participate in specific trainings that lead to increased student achievement.
- i. Parents are encouraged to work with their children at home in regular homework, enrichment, or specific assignments.
- j. Parents are encouraged to communicate with their child's teachers on a regular basis regarding student progress through phone, email, etc..
- k. Parents are encouraged to become actively involved in their child's literacy education through rich communication, vocabulary development, and reading at home.

IV. Staff/Parent Communication/Accessibility

- a. Notices are either sent home with students or mailed.
- b. A monthly school newsletter features specific Title I programs and news important for parents to know. It informs parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in Minnesota (Minnesota Parent Center in Bloomington, MN).
- c. There are three regularly scheduled opportunities for

conferencing with teachers. The second week of school teachers meet with parents for a goal setting conference. Also, Remer Elementary conferences are held later in the fall and late winter.

V. Collaboration

a. Title I staff collaborates with regular and special education staff to streamline conferencing, giving parental information, and to target instruction toward goals.

b. The Title I program is part of the Northland Early childhood Collaborative, which includes special education, Bi-Cap Head Start, and the Northland Area Family Service Center.

c. Other collaboratives, such as the Blandin Foundation, IASC Invest Early, and Wilder Research are sought to enhance programming and better utilize finding.

VI. Needs assessment and evaluation

a. The needs of parents and children in the community will be assessed each year by the advisory committee. This assessment will include discussion of what barriers interfere with parental involvement.

b. Tools for assessment and program evaluation are a parent survey, MCA and STAR scores, and school visits.