

BEMIDJI AREA SCHOOLS

Title I

Parent Involvement Plan Procedures

2014-2015



Please visit our Website at: <http://www.bemidji.k12.mn.us/> for additional information about:

- Academic Standards
- District and School Goals
- Parent Resources
- School Improvement Plans
- Testing

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BEMIDJI AREA SCHOOLS TITLE I PARENT INVOLVEMENT POLICY
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District Title I Parent Involvement Plan 2014–2015

STATEMENT OF PURPOSE

The Bemidji School District is committed to the goal of providing quality education for every child who attends. This district recognizes that parent involvement in children’s learning is positively related to achievement, attitudes, and social behavior; therefore, ISD #31 seeks to establish partnerships with parents and the community through a “Parent as Partner” policy. Parents play an extremely important role as children’s first teachers. Their support for their children and for the school is critical to their children’s success at school.

Grade level goals for the students of ISD #31 will be distributed to all parents within the district, with the expectations that all students will work toward these goals. This district recognizes that some students may need the extra assistance available through the Title I program to reach these goals. The Bemidji School District intends to include parents in all aspects of the district’s Title I program.

PART I. DISTRICT EXPECTATIONS

Each school district must establish the district’s expectations for parent involvement. [Section 1118(a) (2), ESEA.]

Bemidji Area Schools agrees to implement the following requirements:

- Bemidji Area Schools will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Bemidji Area Schools will work with its schools to ensure that the required school-level Parent Involvement Plan meet the Title I requirements, and include, as a component, a school-parent compact.
- Bemidji Area Schools will incorporate this district-wide Parent Involvement Plan into its district plan.
- In carrying out the Title I parent involvement requirements, to the extent possible, Bemidji Area Schools will provide full opportunities for the participation of parents with children of limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand.

- If Bemidji Area Schools' plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to Minnesota Department of Education.
- Bemidji Area Schools will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parent involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- Bemidji Area Schools will inform parents and parent organizations of the purpose and existence of the Parent Information and Resource Center in Minnesota (i.e., Minnesota Parent Center, Bloomington, MN).

PART II. DISTRICT PARENT INVOLVEMENT PLAN REQUIRED COMPONENTS

1. Bemidji Area Schools will involve parents in the joint development/revision of its district parent involvement plan.

Involving Parents in Joint Policy Development

The Bemidji School District will develop its Title I Parent Involvement Plan under the guidance of the Title I Parent Advisory Council. The Parent Advisory Council (PAC) will consist of one or more parents representing each public and nonpublic Title I targeted assistance school or school-wide program. The PAC will be chosen from volunteers in each school attendance area within our district. Special attention will be given to recruiting parents of children in the Title I program. District American Indian home-school liaisons and the district Homeless Liaison will also be invited to attend PAC meetings. The duties of the PAC will be to assist with the development, implementation, and evaluation of the Parent Involvement Plan and activities, to help with the annual evaluation of Title I programs, and to assist in the development and design of Title I programs and activities.

2. Bemidji Area Schools will involve parents in the joint development of district plan, review and improvement [i.e. district plan, *section 1112*, school-wide *section 1114*, and/or school *improvement section 1116*].

Involving the Title I Parent Advisory Council in Plan Development

The PAC meets five to six times per year and more often as needed. During the April meeting of the PAC, the Parent Involvement Plan will be reviewed by parent participants and the district's Director of Curriculum and Administrative Services, the Elementary Math Specialist, Parents and Title I Teachers for input and revisions. The suggested revisions will be typed into draft form, and copies will be sent to PAC members for review. When members are satisfied with the plan draft, it will be finalized. Copies will be distributed to PAC members, the district registrar, and district personnel. The plan will be available to families

upon enrollment and at any time in the School-wide Title I school offices. The plan will also be accessible on the district website.

Informing Parents of the School Report Card

In the district “Annual Report of Curriculum, Instruction, and Student Achievement”, all district residents are informed of schools’ or district assessment and school improvement results. Local media/newspaper resources also carry the results. Each school informs their parents of their results and how to access their school report cards online. The PAC receives training as needed in accessing school report cards and teacher licensure information online. Yearly, the district will send parents directions for accessing the report cards on the state website and will send paper copies of the school report cards home when requested. Links from our district website’s school pages to the school report cards are available.

Informing Parents if the District is Identified as Needing Improvement

Parents are informed if their child’s Title I school is not making Adequate Yearly Progress for a second year in a row (Stage 1) by a letter that is sent home through the mail. To maintain district-wide consistency with parent notification letter, the letter is developed in the fall of the year by the Director of Curriculum and Administrative Services, and is modified (if needed) and signed by the building principal. (See Appendix for sample form letters, pages 24-26.) Parents are also informed each year the school does not make AYP through the media (newspapers, television, radio) and in the “Annual Report on Curriculum, Instruction, and Student Achievement”, which is posted on the district web page and sent to every school district residence. The District Title I program provides parents of students in Title I/School-wide schools with a fall newsletter including AYP information, highly-qualified staff information, and parenting information.

Consulting with Parents about the District’s Plan for Improvement

If a school in the district does not make AYP, test results will be analyzed at the district and building levels to determine which subgroups in the school did not make AYP. Parents of children in these subgroups will be sent a personal invitation, or asked verbally, to join the school support team. Invitations to parents will also be included in school newsletters and on the district website. Attempts to invite parents will be made by school personnel until subgroup representatives are found or parents have declined.

Conducting Staff Development for Implementing Effective Strategies for Parental Involvement

The district Title I budget provides funds for teachers and paraprofessionals to attend professional workshops and in-services that provide training in effective parental involvement. Title I staff members participate in the following workshops yearly:

- Reading/Literacy Training
- Mathematics Training
- MAASFEP conferences.

Title I teachers also attend regular meetings and trainings, which include agenda items related to parental involvement. Through support from building staff development and/or Title II, Part A funds, classroom teachers may attend these workshops which include instruction in effective parental involvement:

- “Ruby Payne Poverty Training”, which assists teachers in working with families in poverty
- “Learning Journey: Supporting Native American Students”, a training program for the instruction of American Indian learners which includes strategies for working with parents.

In addition, the district provides American Indian home-school liaisons, who assist teachers in understanding and working with American Indian families.

Within each school’s School-wide Plan, there is a parent involvement component. Parent Involvement goals are tied to the school’s academic and climate goals, which are based on test data. Activities planned are intentional attempts to assist parents in helping their children meet specified school improvement goals. Examples of activities may include parent informational classes, academic assistance workshops, and make and take workshops.

Parent involvement in-services for teachers will be offered at district-wide, conference-style staff development workshops and Professional Learning Communities. Topics covered at the in-service will include, but are not limited to, effective communication with parents, effective print material formats, and conferencing tips.

Periodically, district personnel will send articles and handouts related to effective parental involvement to Title I teachers and regular education teachers in school-wide programs on the district e-mail site. The source of these articles is the *Family of Learners Resource Guide* from the North Central Regional Educational Library. Topics of these articles and handouts will include, but are not limited to:

- Communication Tips for Teachers
- Phone Call Tips
- Home Visits
- Tips for Sending Print Media
- Conference Tips

In addition, the district houses several videos for teachers on working with parents:

- “Stress and the Healthy Family”, Harper Video Cassette
- “Involving Parents in Education”, Association for Supervision and Curriculum Development
- “Share Responsibility with Families for Student Achievement”, Title I Satellite Seminar Program

In the 2004-2005 and the 2010-2011 school years, the district surveyed teachers and administrators regarding professional development needs. The District surveyed American Indian parents in 2008, and Lincoln surveyed their American Indian parents in 2010-2011.

The Parent Advisory Council will consider providing another community survey in 2014-2015.

Identifying Title I Program Students who Qualify for Title I Services

During the 2014-2015 school year, four district elementary schools (Lincoln, Central, J. W. Smith, and Solway) will be receiving Title I funds. The elementary schools are all School-wide Programs, where all children are eligible to receive assistance from the School-wide staff in these buildings. Students are selected for services based on teacher judgment, (Kindergarten and Grade 1 only), academic screening results, Measures of Academic Progress grade 2 and above) and MCA-III test scores (grade 3 and above), STAR Reading and Math test scores, STAR Early Literacy Scores (grades K-2), AIMSweb Reading Curriculum Based Measurement and Mathematics, and academic performance indicators (curriculum assessments and classroom work samples). Title I staff members and classroom teachers maintain regular consultation in order to insure that the students most in need of assistance are identified. Consequently, the overall group of students who receive one-to-one or small group assistance at each of these buildings is flexible and ever changing. There may also be a group of students in these buildings who regularly receives Title I services. Teachers monitor the progress of all students to determine whether Title I assistance is needed. Although parents are notified by phone and/or in writing of their children's needs and ability to receive assistance, parent permission to receive assistance is not required in a School-wide Program. (See the Appendix pages 18-19 for parent school-wide program information and notification forms.)

Notifying Parents that their Child Qualifies for ELL Services (p. 8 from ISD 31 District Parent Involvement Policy for ELLs)

The Bemidji School District has a very small percentage of English Language Learners. During 2013-2014, the district licensed ESL teacher provided ELL services to several students across grades K-12. When a limited or non-English speaking student arrives in the district, the ESL teacher calls the parents to obtain oral and then written permission to assess the student. If the parents are non-English speaking, an attempt to locate an English-speaking relative is made. If such a person is not available, Bemidji State University interpreters or Bemidji High School foreign language teachers are obtained. The district also has access to telephone interpreter services if needed. Once permission to assess is obtained, an oral Home and Family Interview is completed. If the student qualifies for services, the parents are contacted and an "English Learner Plan" meeting is scheduled. At this meeting, the parents are informed of assessment results and are given a "Notification of ESL Services" form. Written permission is obtained from the parents for ESL services. (See Appendix for the "ELL Assessment System" and "ESL Procedures", pages 20-23.)

3. Bemidji Area Schools will provide necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

Coordinating Technical Assistance and Other Support for Title I Schools Regarding Effective Parental Involvement

The District Parent Advisory Council, the Director of Curriculum and Administrative Support, and the school district in general offer technical assistance and support for Title I schools in the following ways:

- Developing activities and purchasing materials for annual Math and Reading events or informational classes for parents relating to school test data and academic goals at Title I schools
- Participation in and assistance with school and family Title I and school-wide functions [i.e. “Different Ways of Knowing” Family Event, open houses, Family Literacy Event, D.E.A.R. (Drop Everything and Read) Days, Renaissance Program (Accelerated Math and Reading)] Events for Parents
- Locating and sending articles and handouts about effective parental involvement to teachers on the district email program
- Holding regular meetings or half-day in-services with Title I staff members, and including parental involvement on the meeting agenda
- Providing funds for Title I staff members to attend professional development workshops which include sessions on parental involvement (ex. MAASFEP and MDE)
- Planning and facilitation of a School Orientation Day, the first day of school in the district, for parents and students, when Title I school program information is given to parents
- Providing annual Ruby Payne Poverty Training, which informs teachers how to work most effectively with students and families in poverty situations
- Providing annual “Learning Journey” training, which informs teachers how to work most effectively with American Indian students and families
- Providing home-school liaisons, offer suggestions and training for school staff members regarding American Indian culture, heritage, and learning styles
- Providing funding for a Parent Involvement Facilitator at Lincoln Elementary School
- Attending parent meetings at schools, if needed
- Purchasing and housing videos and print media for use by teachers that support effective parental involvement
- Maintaining the AIMSweb Online Data System, and the Skyward system for immediate access to assessment data and anecdotal records
- Assisting schools in surveying parents annually regarding the effectiveness of their school’s Title I program.

4. Bemidji Area Schools will build the schools’ and parents’ capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

A. The school district will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- **The state’s academic content standards,**
- **The state’s student academic achievement standards,**
- **The state and local academic assessments including alternate assessments,**
- **The requirements of Title I,**
- **How to monitor their child’s progress, and**
- **How to work with educators.**

Assistance to Parents

- **State Academic Standards** – The district schools make copies of the grade-level district learner outcomes, which are aligned to the state academic standards, available to parents during the fall school orientation meetings and at any time the outcomes are requested during the school year. The outcomes are also available on the district website. Parents not attending the orientation meeting may receive their copies during a privately arranged conference, or by mail.
- **State and Local Assessments** – The school district has a continual process of training teachers, through a series of N.W.E.A. workshops, on how to accurately and effectively explain Measures of Academic Progress (MAP) assessment results to parents. Classroom teachers will explain students’ MAP assessment results to parents at individual parent/teacher conferences in November and March of each school year. In addition, parents will receive handouts containing their children’s assessment results in graph form, including an explanation of what the results mean. Teachers will also share STAR and AIMSweb assessment results with parents at conferences, and will provide paper copies with explanations of these results. Letters are sent to parents prior to the MCA-III Assessment window, explaining the assessment and its purposes. Parents of students requiring an alternative assessment are informed of this option during a private conference. The District AYP Improvement Team decided that many parents do not understand the MCA-III individual student results when they are mailed. Beginning the fall of 2010, teachers shared the MCA-III results and an explanation letter with parents at the October conferences. Parents will be notified of this in the district’s Bemidji Area Schools Fall 2013 Newsletter, and parents may call to request a copy of their child’s test results at any time.
- **The Requirements of Title I** – Parents are informed of their school’s School-wide status and what this means during information sessions such as orientation or conferences. Regular contact is maintained between the parents of children receiving assistance and the school’s Title I staff. Title I staff participate in parent/teacher conferences twice yearly as requested by the classroom teacher.
- **Parent/School Compacts** – Compacts are completed, explained, and signed, when possible, at a conference with the classroom teacher, parent(s), and the student in the fall of the year. If parents do not attend conferences, three attempts are made to obtain parent signatures on compacts, and then the compact is initiated. Compacts contain specific, measurable goals on which all parties involved will work, such as a commitment to spend a certain number of minutes on homework or independent reading. Compacts are revisited and revised yearly. (See Appendix page 39 for a sample Compact.)

- **Monitoring Children’s Progress** – Parents in the school district are offered a copy of the state standards and district academic outcomes for their children at the school fall orientation. They are encouraged to read through the standards, and to monitor the progress of their children by watching the school work that comes home and by contacting the teacher periodically.

Title I program staff keep records on student progress. Parents are informed that they can visit with the Title I teacher at any time in order to monitor their child’s progress. Periodically, parent reports (Accelerated Math and other curricular assessment data) are sent home for parental review. These reports may list levels at which a child is reading/performing math tasks, fluency rates, objectives accomplished by the child, and areas in which the child is having difficulty. (See Appendix page 38 for a sample report.)

Student assessment scores are also given and explained to the parents by the classroom teacher at parent/teacher conferences in the fall and the spring. Regular communication is maintained between parents and teachers in order to facilitate an understanding of the student’s academic strengths and needs. Children’s grades are available to parents on-line. This provides a way for parents to monitor their children’s progress from home.

- **How to Work with Educators** - Weekly school newsletters are sent to parents, which include Title I program and parent involvement information. Articles included in these newsletters often focus on home-school communication, with tips for parents on such things as “Questions to Ask at Parent/Teacher Conferences”. The district Title I Library also has available for parents a brochure entitled, “Your Child’s Education— You Can Make a Difference”, which includes helpful hints for parents on how to work with educators.

A “Parent Resources” page on the district website is maintained by district staff. The page includes tips for parents on working with teachers.

Activities for Parents

The following resources and activities provided by the district, with assistance from its schools, are available for parents to support their work with their children:

- District Title I Library is housed at Lincoln Elementary, and a list of available resources is available for parents on the district website. Usage records of these materials are maintained. Parents may check out the following brochure and video titles:

Brochures

- “Starting Your Child in School”
- “Get Set for School”
- “Starting School”
- “Know What? School is Cool”
- “Helping Your Child Do Well in School”
- “About Your Child’s Learning Style”

- “Seven Habits of Highly Responsible Students”
- “Parents are Teachers, Too!”
- “How to Get Your Child to Read”
- “Ways Busy Parents Can Help Children Succeed in School”
- “Language Tips for Parents”
- “Math Tips for Parents”
- “25 Ways Parents Can Read with Children”
- “At-Home Activities to Help Your Child Learn”
- “Your Child and Math”
- “Your Child and Writing”
- “Homework Lessons for Parents”
- “You, Your Child, and Homework”
- “Helping Your Child Learn”
- “Put Reading First—Helping Your Child Learn to Read”
- District Title I Newsletter
- School Newsletters

Videos

- “Learn at Every Turn—A Family Adventure in Learning”
 - “Parents as Partners in Reading—Talking Your Way to Literacy”
 - “Your Child’s Self-Esteem”
 - “Discipline That Empowers Your Child”
- Title I Math and Reading events are held periodically in the district at the elementary schools. Typically, a school chooses whether they want activities to focus on math, reading, or both. Activities are planned and organized by the Title I teachers. Title I parent involvement set aside budget purchases the supplies, and staff members help run the event, which is usually held on a school night or day with a meal for families.
 - Information sessions in the areas of reading and math are held free-of-charge for parents at district schools, during the schools’ scheduled family events. The sessions are facilitated by the school’s Title I staff. Sessions include suggestions for learning at home.
 - Fall Orientation Day is held for families prior to the start of elementary school. Parents are offered a copy of the district academic outcomes. Title I School-wide programming is explained and parents are able to share concerns and ask questions of the classroom and Title I teachers.
 - “Family Events” are held at the schools one to three times per year. The school selects its focus for the “Family Event”; some options are “Drop Everything and Read Day”, “Different Ways of Knowing” Event, and Family Literacy Event. Schools also hold informational sessions for parents, involving unique school programming focuses such as Accelerated Math, Accelerated Reading, the discipline program, or technology software.
 - Title I staff members at each school contribute articles about Title I to their school newsletters that go home to parents.
 - The Parent Advisory Council is available to assist with compiling academic resources for the School-wide Title I programs.

- The school district website is maintained by district staff members, and includes information about school activities and other resources for parents.
- School P.T.O. meetings provide Title I information to parents and other information on parent involvement activities.
- The district provides American Indian home-school liaisons who work with families and students, and provide support and advocacy services.
- Computer access is available to parents upon request at district school sites.
- The online parent portal, where parents can access their children's grades and information provided by the teacher, is maintained by district personnel.
- Parents are surveyed annually regarding the effectiveness of their school's Title I program through either an end-of-year survey (See appendix pages 27-36) and/or through individual surveys given to parents following a family event or other activity (See appendix page 37).

B. The school district will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.

Training and Materials for Parents - The school district will meet this goal by:

- Implementing activities for annual Math and Reading events or informational classes for parents relating to parental support of students' reading and math skills
- Developing materials for, and creating Parent Kindergarten Packets, which are given to parents annually at fall parent/teacher conferences, containing suggestions of activities for how to work with kindergarteners at home
- Participating in and assisting with school and family Title I and school-wide functions [i.e. "Different Ways of Knowing" Family Event, open houses, Family Literacy Event, D.E.A.R. (Drop Everything and Read) Days, Renaissance Program (Accelerated Math and Reading)] Events for Parents
- Providing training conducted by district staff members in using the online Pearson "Family Perspectives" MCA-II practice program.
- Providing free parenting brochures in a brochure holder that is conveniently located in each School-wide Title I school.

C. The school district will, with the assistance of its Title I schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

Activities for School Staff Members in Working Effectively with Parents

Title I and/or classroom teachers are able to participate in the following workshops which provide information on effectively working with parents and families:

- Ruby Payne Poverty Training (annually)

- “Learning Journey” (American Indian) Seminars (annually)
- MAASFEP conferences (bi-annually)
- Teachers are sent, via email or district mail, handouts and brochures on effectively working with parents. (See “Conducting Staff Development for Implementing Effective Strategies for Parental Involvement” above.) Title I teachers have regular meetings with district staff, and parental involvement is periodically discussed at these meetings. Teachers are also given district support when they are developing their building Parent Involvement Plans. The district Title I library also has staff development videos on parental involvement available for teachers. (See “Conducting Staff Development for Implementing Effective Strategies for Parental Involvement” above.)

“Effective Communication with Parents” is a continual goal for new teachers in the district Mentorship Program. A workshop on effective parent/teacher conferences and parent communication will be provided annually for new district teachers.

D. The school district will coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Coordination and Integration of Title I Parental Involvement Strategies with those of Other Programs

Members of the District Title I PAC invite parents from programs such as Head Start and Early Childhood Family Education to attend PAC meetings. When invited, PAC members attend meetings with staff of other programs. A focus of these meetings is ease of transition of students from early childhood programs into the public school system. Many PAC members also participate on school P.T.O. committees in order to build communications and understanding about Title I/School-wide programming.

The District Title I PAC will also coordinate with community agencies serving the transient population in the area by providing school brochures, newsletters, and educational information/resources for parents and students utilizing these facilities (homeless shelters, churches, etc.)

Title I Parent Advisory Committee communicates with Head Start to discuss programming issues and parent awareness of support. ECFE and Head Start programs work collaboratively to provide effective services for parents. Regular communications have begun between Head Start, ECFE, district kindergarten teachers, local daycare providers, and district administration in order to facilitate the ease of data and information transfer among these institutions.

When district schools have comprehensive school reform grants, district personnel participate on committees to support these grants, and assist with the development of the parent involvement policies included in the grants. Examples of grants that district schools have had

in the past are the Renaissance Learning Grant, the Reading First Grant, Different Ways of Knowing Grant, and the Magnet Program Grant.

The district's Early Intervention Center (EIC) staff members assist with community four-year-old screenings. Should a concern be detected in the screening, EIC staff members work with parents to locate appropriate student services that parents may access. Screening results are also made available to schools as children enter kindergarten.

The district also enlists the services of hearing, vision, and speech specialists to work with parents of children requiring assistance in these areas.

E. The school district will take the following actions to ensure that Title I information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Ensuring that Written Materials are Understandable to Parents

Training for teachers on appropriate formatting for print materials that are sent home is provided at a parent involvement in-service during a district-wide staff development workshop. Print materials are checked for readability levels before they are sent to parents. An attempt is made to maintain a 6.0 reading level or lower on these materials. The district's home-school liaisons, teachers, and administrators are always available to parents who require a verbal explanation of print material content. For parents who do not speak English, bi-lingual relatives, Bemidji State University or Bemidji High School translators, or a telephone translating service are located and used.

5. Bemidji Area Schools will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent involvement plan in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent involvement plan and activities to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parent involvement plan.

Evaluation of the Parent Involvement Plan

As a part of the Baldrige Strategic Plan, our district surveyed all district parents during the 2006-2007 school year. Part of that survey addressed parent involvement. The District also surveyed American Indian parents in 2008. The Title I PAC evaluated these survey results and made recommendations. The District Title I staff will continue to survey parents of children in the Title I program in order to evaluate the effectiveness of the Parent Involvement Plan, either at the end of the school year or periodically after family activities have occurred.

The surveys are personalized for each school, reflecting each school's programming. Results will be compiled and reviewed by the PAC in April and will be used to plan and revise the plan in May and into the fall of the next school year. Revisions to the plan will be finalized in September of each year. Concerns raised by parents regarding the plan will be reviewed and addressed on an on-going basis. The Parent Advisory Council, the district Director of Curriculum and Administrative Services, and the Title I Teachers will participate in the reviews and revisions. (See Appendix pages 27-37 for the Parent Survey Form samples). Individual school parent involvement goals and activities are evaluated yearly within the school-wide/Title I planning process. Goals/activities are adjusted based on most recent test data and school improvement goals.

6. Bemidji Area Schools will involve parents in the decisions regarding how funds reserved for parent involvement activities:

Involving Parents in Funding Decisions

Every spring, the members of the District Title I Parent Advisory Council review programming, survey results, and student data. Based on the needs of students and parents evident in this information, the P.A.C. selects activities they wish to initiate or continue for the next school year. These decisions help direct how parent involvement funds are reserved.

PART III. DISCRETIONARY DISTRICT PARENT INVOLVEMENT PLAN COMPONENTS


Bemidji School District's Parent Involvement Plan includes additional descriptions of other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement:

1. Parents on the district Title I Parent Advisory Council are encouraged to attend training sessions on parental involvement. These training sessions include ideas and techniques for improving parental involvement at the school level. Title I funds support travel expenses and registration costs.
2. Parents are involved in the District Curriculum Committee, which looks at curriculum and alignment, examines assessment results, and discusses the latest curriculum issues.
3. Parents are involved in the District AYP Improvement Team and have input for how the district will improve student achievement.
4. Parents are also involved other district committees including: Facilities Planning, Scheduling, and Finance.
5. The School Improvement Teams at district school sites include parents as participants.
6. A district Title I Parent Advisory Council has been established, which includes parent members from each of the School-wide Title I and participating non-public schools.

PART IV. ADOPTION

The Bemidji Area Schools Parental Involvement Plan has been developed/revised jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes.

The development/revision of this Parent Involvement Plan was accomplished by the Bemidji Area Schools Title I Parent Advisory Council on May 27, 2014, and will be in effect for the period of the school year. Bemidji Area Schools personnel will distribute this policy/procedures to all parents of participating Title I children on or before October 1, 2014.



(Signature of Title I Authorized Representative)

8/11/14

(Date)

These parents were involved with the development of this document:

- Maria Eastman, Central Elementary
- Bethann Humphry, Central Elementary
- Linda Newby, J. W. Smith Elementary
- Mary Bjerke, Lincoln Elementary
- Jennifer Verdugo, Lincoln Elementary
- Shirley Klisch, Solway Elementary
- Alisa VanDyke, Solway Elementary
- Jean Feia/Steever, St. Philip's Elementary (non-public)

Appendix

School-wide Title 1 Program Solway Elementary School

Solway Elementary School is a School-wide Title 1 Program. Title 1 funds provide extra instructional staff and resources in order to give supplemental instruction in reading and math. At Solway Elementary, this supplemental instruction may be given in the regular classroom or in small groups outside the classroom in a quieter setting.

One of the goals in our School-wide Improvement Plan is to provide flexible grouping to differentiate instruction in reading and mathematics. A way we achieve this goal is to work in small groups and provide instruction that focuses specifically on each student's strengths and weaknesses. These groups change throughout the year as we focus on different skill areas and student needs. This help may be through small group supplemental instruction, in-class help during regular reading and math instruction, and/or through assessments that will help the Solway Staff make instructional decisions for your child.

If you have any questions about the Solway Elementary School-wide Title 1 Program, please contact your child's classroom teacher or the Title 1 School-wide Program Facilitator.

Example: Parent Notification of Services (School-wide)

Solway Elementary School-wide Program

Dear Parent or Guardian of _____,

Solway Elementary is a school-wide Title I program. This means that **all** students may receive supplemental instruction in reading and/or math from our staff. I would like to let you know that your child is receiving some supplemental instruction from one or more of the staff in:

Reading Math

Students at Solway Elementary may receive instructional help in two different ways. Sometimes students receive support from staff inside the regular classroom. Another way students may receive help is by working in small groups outside of the classroom, in a quieter setting. This most often happens in a separate classroom.

Student groups change throughout the year as children progress in their learning. As the School-wide facilitator, I discuss the needs of your child with your child's classroom teacher. Together, we use test scores and other assessments to determine if and when a student would benefit from some extra instruction. Most often, our teachers and paraprofessionals work with students who are somewhat behind in their skills, but we do work with groups of students who are at or above grade level in order to provide the classroom with opportunities to break up into smaller groups.

If you have any questions about your child's progress or Solway's school-wide program, please contact your child's classroom teacher or me. I can most easily be reached by telephone from 7:35 – 8:00 a.m. or after school.

Sincerely,

School-wide Facilitator

English Learner Assessment System

Vickie B. Wangberg, ESL Coordinator
Bemidji Public Schools
Revised: May 14, 2014

This assessment system is a plan for the present and future based upon the Minnesota State criteria.

1. Students need to learn to listen, speak, read, and write English adequately enough to succeed in the mainstream. English Language Learners are expected to develop cognitively, academically, and linguistically to perform well in regular education classes. Second language learning should be authentic and purposeful in a communicative setting with appropriate feedback, while at the same time supporting continued growth in the first language. They should exhibit adequate skills in English across all language domains: phonology, vocabulary, morphology, syntax, semantics, pragmatics, paralinguistics, and discourse. The same progress must be made in academic development so that they can do well in social studies, science, language arts, and mathematics in a K-12 setting and college, as needed. They need to be able to use English at school, at home and in the broader community, while integrating their past and present experiences. Hopefully, the ESL setting and school environment will be socio-culturally supportive so that they can exit the K-12 setting feeling respected and valued.

Success in the mainstream in Bemidji Public Schools has been achieved when the student possesses the necessary skills to fully function in English in regular education classes. Some evidence that supports this readiness to exit ESL includes: observations, teacher and parent recommendations, mastering the WIDA ACCESS Test with an overall composite score of 5.0, with no score less than 4.0 in Speaking, Listening, Reading, and Writing (state EL proficiency target) or fluent on the Woodcock Munoz Language Survey (CALP score of 4.5 or higher or W score of 538 or higher) in listening and speaking, reading and writing. Some further recommendations (not required) are: mastering their ESL goals and objectives, and passing their MCA scores (50 plus their grade level: e.g. 350 for 3rd, 450 for 4th etc.).

They should also be approximately **at grade level** in listening and speaking in their regular education classes. This will be shown via any combination of the following items: teacher observation/anecdotal records, perusing the student's portfolio and cumulative file, progress reports, and average/passing report card grades, etc.

Other formal assessment instruments for academic achievement testing include the MCA and the MAP. All of these tests give helpful information for deciding when a student is ready to fully participate in regular education (English) classes.

2. In addition, *informal* assessments are very important to the ESL program. Some helpful informal assessments include background information forms, and other items listed under "STEP 6: Supplementary Assessments".

The following pages include the intake and exit procedures to determine whether a student is ready to exit from ESL services.

ESL PROCEDURES

Bemidji Public Schools

Revised May 2014

STEP 1A: IDENTIFY

WHO: all new students enrolling in K-12

WHY: to establish who is eligible for EL services

WHAT: Home Language Questionnaire

WHEN: before permanently placing students in school or class

STEP 1B: DECIDE

Register all students in regular program. For students whose primary language is other than English, go to step 2.

STEP 2A: ASSESS LISTENING, SPEAKING, READING, WRITING ENGLISH

WHO: **all** whose home language survey reveals (any area designated “non-English”) they are not native English speakers.

WHY: to determine the language proficiency of each student

WHAT: WIDA ACCESS (Assessing Comprehension and Communication in English State to State for English Language Learners) or Woodcock Munoz Language Survey

WHEN: before permanent class placement

STEP 2B: DECIDE

Continue student’s placement in the regular program if they are fluent in oral language (listening and speaking English) **and** the reading and writing of English. For those students not fluent in listening, speaking, reading or writing English, go to step 4.

STEP 3A: ASSESS LITERACY

WHO: all students in grades K-12

WHY: to determine the level of academic assistance each student will need.

WHAT: WIDA ACCESS OR Woodcock Munoz Language Survey

WHEN: before permanent placement in classes.

STEP 3B: DECIDE

Continue student’s placement in the regular education program if they are fluent in oral language (listening and speaking) **and** the reading and writing of English. For those students who are not fluent (their Composite score on WIDA ACCESS is below 5.0 or they score below 4.0 on Listening, Speaking, Reading, or Writing, or on Munoz they score below CALP 4.5 or below W score 538 in listening, speaking, reading, or writing English) Get teacher and parent placement recommendations and observations in addition to those of the ESL teacher.

STEP 4: ADMINISTER PRIMARY-LANGUAGE LITERACY TEST

WHO: all students who are not fluent in the reading or writing of English.

WHY: to determine if each is literate in any other language

WHAT: 7-10 min. writing sample in L1 (Language 1=1st lang.) and read aloud L1 text at grade level, if possible.

WHEN: before permanent placement in class

STEP 5: TENTATIVE PLACEMENT

This is changed if the placement proves to be inappropriate at any time.

To determine if placement is appropriate:

WHO: all students grades K-12

WHAT: WIDA-ACCESS Composite scores below 5.0 or they score below 4.0 on Listening, Speaking, Reading, or Writing English, or Woodcock Munoz Language Survey scores below fluent levels (below CALP level 4.5 or below W score of 538) in listening, speaking, reading, or writing English.

STEP 6: SUPPLEMENTARY ASSESSMENT (Optional)

WHO: all non-fluent students

WHY: to determine what strategies they use in reading and writing

WHAT: Some **checklists/alternative assessments** that may be used in ESL, as needed:

Listening/Speaking: K-5:

- Home Language Interview
- Observation/records (progress reports, report cards, etc.)

Reading: K-5:

- Reading Renaissance Star Assessments
- Core Phonics Survey
- Qualitative Reading Inventory
- 700 Most Frequently Used Sight Words list (need 100 words to start Accelerated Reader)

Writing: K-5:

- Appropriate curriculum assessments (1VoWac Spelling, 4Six Traits Writing)
- St. Paul Writing Rubric
- 7-10 min. writing record

WHERE: in the classroom, during interviews, additional testing situations

WHEN:

- As needed
- Before or after tentative placement
- When teachers feel students are ready for exit from special programs
- When students are making exceptional or insufficient progress

CONSIDER EXITING ESL WHEN STUDENT ACQUIRES NECESSARY SKILLS TO PARTICIPATE FULLY IN REGULAR EDUCATION ENGLISH CLASSES, LEARNER IS SCORING 5.0 OR HIGHER ON COMPOSITE ACCESS AND ALL LISTENING,

SPEAKING, READING, AND WRITING ACCESS SCORES ARE 4.0 AND ABOVE or CALP 4.5 or above (or W score of 538 or higher) on the WOODCOCK MUNOZ LANGUAGE SURVEY OR WHEN PARENT REQUESTS EXIT. AFTER EXITING, MONITOR 1 YEAR

STEP 7A: CONSIDER EXITING ESL

WHO: all EL students who may be ready to participate fully in English regular ed. classes without support help.

WHY: to determine whether students are ready to exit ESL

WHAT: team decision to exit (regular ed. teacher, ESL teacher, and parent) based upon developmentally appropriate formal and informal measures.

Must use to exit:

Reaching Composite score of 5.0 or above and all Listening, Speaking, Reading, and Writing ACCESS scores are 4.0 or above or CALP 4.5 or higher (or W score of 538 or higher) in listening, speaking, reading, and writing English on the Woodcock Munoz Language Survey

Developmentally appropriate **informal** measures:

Grades K-12 Informal: Observation/records & exit recommendations (ESL, mainstream teachers, and parents).

May use:

Developmentally appropriate **formal** measures or:

Other Exit **Assessments** (*Optional for exit decision*): MCA (gr. 3-8, 10-11), STAR Assessments (Elementary), and MAP (grades 2-8).

STEP 7B: DECIDE

When team decides student is ready to exit from ESL services, exit & discontinue services while monitoring progress for 1 year. To monitor: examine progress reports, report cards, classroom work, and/or assessments, and confer with student, teachers, and parents. If problems with placement occur, set up a team meeting to decide if any intervention or change of placement is needed.

Example: Sample form letter – School not making AYP Stage 1

Date

Parents or Guardian

Address

City, State Zip

Dear Parents or Guardian:

Under the federal No Child Left Behind legislation, (*School's Name*), has been identified as a school in (*identify status*). The area or areas in which our school needs to improve are circled on the enclosed form titled *Reasons for Identification*. The test scores of how your child's school or identified student subgroup/s compare to other schools in the district are explained on the enclosed form *Reasons for Identification*.

A school support team will be analyzing all available assessment information to pinpoint strengths and weaknesses that will be addressed through professional development and a review of the curriculum. The district will support the school with additional staff, additional funding, or additional staff development.

We encourage you to be involved in improving the quality of education at our school by participating on the school support team or talking with your child's teacher about how you can support your child's education. Additional resources and training are available to you as a parent or guardian; they are listed on the form titled *Reason for Identification*. School contact information is also enclosed.

The federal law provides parents with the following choice:

Transferring to Another Public School:

You may choose to transfer your child to a school within your district not identified for improvement. Transportation will be provided by the district at no cost to you.

Students who decide to transfer will have the same access to all the services, programs and activities as all the other students at that school.

Sincerely,

Example: Sample form letter – School not making AYP Stages 2-5

Date

Parents or Guardian

Address

City, State Zip

Dear Parents or Guardian:

Under the federal No Child Left Behind legislation, (*School's Name*), has been identified as a school in (*identify status*). The area or areas in which our school needs to improve are circled on the enclosed form titled *Reasons for Identification*. The test scores of how your child's school or identified student subgroup/s compare to other schools in the district are explained on the enclosed form *Reasons for Identification*.

A school support team will be analyzing all available assessment information to pinpoint strengths and weaknesses that will be addressed through professional development and a review of the curriculum. The district will support the school with additional staff, additional funding, or additional staff development.

We encourage you to be involved in improving the quality of education at our school by participating on the school support team or talking with your child's teacher about how you can support your child's education. Additional resources and training are available to you as a parent or guardian; they are listed on the form titled *Reason for Identification*. School contact information is also enclosed.

The federal law provides parents with two options:

Option 1: Transfer to Another Public School:

Your first option is to choose to transfer your child to a school within your district not identified for improvement. Transportation will be provided by the district at no cost to you.

Students who decide to transfer will have the same access to all the services, programs and activities as all the other students at that school.

Option 2: Supplemental Educational Services (SES)

Your second option is to choose, at no cost to you, to have our child receive special tutoring from an organization outside of the school. This tutoring is called Supplemental Educational Services (SES).

If you decide to have your child receive SES, you may choose a tutoring provider from the enclosed list of approved providers. (You should be aware that you might need to provide transportation for your child to and from tutoring sessions.) If you choose to transfer your child to a different school in the district, your child is no longer eligible to SES.

Sincerely,

Reason for Identification

(Name of School) has been identified, by the Minnesota Department of Education, in accordance with federal law 107-110, as a school in need of improvement. The identification is due to the following area or areas:

Reading: proficiency / participation	Mathematics: proficiency / participation	Attendance	Graduation
1. All students 2. African American 3. American Indian 4. Asian Pacific Islander 5. Hispanic 6. White 7. Free and reduced price lunch 8. Limited English proficiency 9. Special education	1. All students 2. African American 3. American Indian 4. Asian Pacific Islander 5. Hispanic 6. White 7. Free and reduced price lunch 8. Limited English proficiency 9. Special education	1. All students	1. All students

How does our school or the identified subgroup compare to other schools in our district?

What resources and training are available through the year to help parents or guardian support their child’s education?

School contact information:

Bemidji Area Schools/Central Elementary

Survey for Parents Regarding the Effectiveness of the Parent Involvement Plan

The Bemidji School District provides a variety of activities, services, and resources for the parents of its students through the School-wide programs. We are interested in knowing whether you have used these resources, and whether or not you feel they are effective in helping you increase your involvement in the schools and in your ability to work with your child.

Please check “Yes,” “No,” or “N/A” (does not apply) to indicate whether or not you have used or participated in any of the following. If you check “yes”, please indicate the item’s effectiveness on a scale of 1 to 5, with 1 being the least effective and 5 being the most effective. Thank you for taking a few minutes to complete this survey!

Activity, Resource, or Service	Participated?			Rating					Comments
	Yes	No	N/A	Least Effective		Most Effective			
				1	2	3	4	5	
Fall Orientation Day									
Kindergarten Orientation									
Parent/Teacher Conferences									
Kindergarten Packets									
Central School weekly newsletters									
Central School website									
School District Website									
On-line Student Grade Access									
Family Reading Days event									

Activity, Resource, or Service	Participated?			Rating					Comments
	Yes	No	N/A	Least Effective				Most Effective	
				1	2	3	4	5	
Family Math Days Event									
Title I Lending Library (grade 1)									
All school picnic									
Bemidji After School Learning Community (a.k.a. 21 st Century)									
District Title I Library									
Indian Education Home-School Liaison Program									
School Dance									
Safe School Ambassadors Anti-Bullying Program									
Turkey Bingo Night									

Thank you for completing the survey. Your comments are important to us as we attempt to improve the services we offer parents in our school district!

Please return this survey to your child's classroom teacher at your earliest convenience. Your help is much appreciated!

Bemidji Area Schools/J. W. Smith Elementary

Survey for Parents Regarding the Effectiveness of the Parent Involvement Plan

The Bemidji School District provides a variety of activities, services, and resources for the parents of its students through the School-wide programs. We are interested in knowing whether you have used these resources, and whether or not you feel they are effective in helping you increase your involvement in the schools and in your ability to work with your child.

Please check “Yes,” “No,” or “N/A” (does not apply) to indicate whether or not you have used or participated in any of the following. If you check “yes”, please indicate the item’s effectiveness on a scale of 1 to 5, with 1 being the least effective and 5 being the most effective. Thank you for taking a few minutes to complete this survey!

Activity, Resource, or Service	Participated?			Rating					Comments
	Yes	No	N/A						
				Least Effective 1	2	3	4	Most Effective 5	
Family Reading Day/ “A Flurry of Good Books”									
Minnesota Reading Corps Reading Intervention K-3									
Fall Orientation Day									
Kindergarten Orientation									
Kindergarten Packets									
Parent/Teacher Conferences									
School Newsletters/J.W. Smith All Star Bulletin									
Title I Sponsored Math/Reading Family Night, and Meal									

Activity, Resource, or Service	Participated?			Rating					Comments
	Yes	No	N/A						
				Least Effective 1	2	3	4	Most Effective 5	
School District Website									
Bemidji After School Learning Community (a.k.a. 21 st Century)									
On-line Student Grade Access									
Indian Education Home-School Liaison Program									
Scholastic Book Fair									
Parents Reading with Students (volunteering)									
Parent/Student Compact (Partnering in child's learning)									
Homework Help Room Before School Title I Help									
Reading Recovery® First Grade Reading Intervention									

Thank you for completing the survey. Your comments are important to us as we attempt to improve the services we offer parents in our school district!

Please return this survey to your child's classroom teacher at your earliest convenience. Your help is much appreciated!

Bemidji Area Schools/Lincoln Elementary

Survey for Parents Regarding the Effectiveness of the Parent Involvement Plan

The Bemidji School District provides a variety of activities, services, and resources for the parents of its students through the School-wide programs. We are interested in knowing whether you have used these resources, and whether or not you feel they are effective in helping you increase your involvement in the schools and in your ability to work with your child.

Please check “Yes,” “No,” or “N/A” (does not apply) to indicate whether or not you have used or participated in any of the following. If you check “yes”, please indicate the item’s effectiveness on a scale of 1 to 5, with 1 being the least effective and 5 being the most effective. Thank you for taking a few minutes to complete this survey!

Activity, Resource, or Service	Participated?			Rating					Comments
	Yes	No	N/A	Least Effective 1	2	3	4	Most Effective 5	
Fall Orientation Day									
DEAR Day: Drop Everything And Read									
Scholastic Book Fair									
American Indian Family Night									
Parent/Teacher Conferences									
Lincoln Parent Involvement Weekly School Newsletters									
Lincoln School Website									

Activity, Resource, or Service	Participated?			Rating					Comments
	Yes	No	N/A	Least Effective				Most Effective	
				1	2	3	4	5	
Volunteering Opportunities									
School District Website									
Bemidji After School Learning Community (a.k.a. 21 st Century)									
On-line Student Grade Access									
Lincoln Parent Den/Resource Library									
Summer Reading Program/Library Open									
Indian Education Home-School Liaison Program									
Parent/Student Compact (see attached)									

Thank you for completing the survey. Your comments are important to us as we attempt to improve the services we offer parents in our school district!

Please return this survey to your child's classroom teacher at your earliest convenience. Your help is much appreciated!

Bemidji Area Schools/Solway Elementary School-wide Title I

Survey for Parents Regarding the Effectiveness of the Parent Involvement Plan

The Bemidji School District provides a variety of activities, services, and resources for the parents of its students through the School-wide programs. We are interested in knowing whether you have used these resources, and whether or not you feel they are effective in helping you increase your involvement in the schools and in your ability to work with your child.

Please check “Yes,” “No,” or “N/A” (does not apply) to indicate whether or not you have used or participated in any of the following. If you check “yes”, please indicate the item’s effectiveness on a scale of 1 to 5, with 1 being the least effective and 5 being the most effective. Thank you for taking a few minutes to complete this survey!

Activity, Resource, or Service	Participated?			Rating					Comments
	Yes	No	N/A	Least Effective		Most Effective			
				1	2	3	4	5	
Title I Math & Reading Family Night									
Title I Second Grade “Tigerbag” Home Reading Program									
Title I First Grade “Tigerbag” Home Reading Program									
Title I Preschool “Tigerbag” Home Reading Program									
Reading Recovery® Home Reading Book Bag									
Title I Summer SPARKS Reading Club									
Reading Corps Tutoring Reading at Home Folders									
Fall Orientation Day									

Activity, Resource, or Service	Participated?			Rating					Comments
	Yes	No	N/A	Least Effective		Most Effective			
				1	2	3	4	5	
Parent/Teacher Conferences									
Participation in Classroom Events									
Volunteering at School									
School Newsletters									
School Website									
School District Website									
On-line Student Grade Access									
District Title I Library									
Indian Education Home-School Liaison Program									

Thank you for completing the survey. Your comments are important to us as we attempt to improve the services we offer parents in our school district!

Please return this survey to your child's classroom teacher at your earliest convenience. Your help is much appreciated!

St. Philip's Catholic School (Non-Public)

Survey for Parents Regarding the Effectiveness of the Title I Parent Involvement Plan

Our school provides a variety of activities, services, and resources for the parents of its students. We are interested in knowing if you have participated in any of these activities and whether or not you feel they are effective in helping you work with your child.

Please check "Yes," "No," or "N/A" (does not apply) to indicate whether or not you have used or participated in any of the following. If you check "yes", please indicate the item's effectiveness on a scale of 1 to 5, with 1 being the least effective and 5 being the most effective. Thank you for taking a few minutes to complete this survey!

Activity, Resource, or Service	Participated?			Rating					Comments
	Yes	No	N/A	Least Effective			Most Effective		
				1	2	3	4	5	
August Visitation									
Parent Meetings									
Parent/Teacher Conferences									
St. Philip Newsletter									
Book Fair Family Night									

Activity, Resource, or Service	Participated?			Rating					Comments
	Yes	No	N/A	Least Effective		Most Effective			
				1	2	3	4	5	
Parent Association Activities									
Catholic Schools' Week Activities									
Title I Communications									
Other: _____									

Thank you for completing the survey. Your comments are important to us as we attempt to improve the services we offer parents in our school!

Please return this survey to St. Philip's School at your earliest convenience. Your help is much appreciated!

Title 1 Family Activity Survey

Our staff enjoyed seeing those of you that were able attend the Family Activity Event on Thursday. We would like all families to complete this survey, even if you did not attend. This will help us plan better for next year. Please take a moment to answer the following questions and return this sheet to Jill or your child’s classroom teacher. We will use your feedback to see if this type of family activity is worthwhile, and how to improve it in the future. Please fill out one survey per family. Thanks so much!

Please circle the grade(s) of your children: K 1 2 3 4 5

Please respond to these statements using a scale of 1 (strongly disagree) to 5 (strongly agree). Feel free to write comments as well. We appreciate them.

If your family did attend the event, please answer these questions:

	<u>Disagree</u>			<u>Agree</u>	
Family Activity Event was fun and worthwhile.	1	2	3	4	5
I learned more about what my child is learning.	1	2	3	4	5
I feel welcome in my child’s school.	1	2	3	4	5
The school has an excellent learning environment.	1	2	3	4	5
I would like to attend another event like this.	1	2	3	4	5

Comments: _____

.....

If your family did not attend the event, please answer these questions:

	<u>Disagree</u>			<u>Agree</u>	
The time scheduled was not convenient.	1	2	3	4	5
We had no transportation for the event.	1	2	3	4	5
I feel welcome in my child’s school.	1	2	3	4	5
We would like to attend next time.	1	2	3	4	5

Comments: _____

Your comments are valuable to us. Thank you very much.

Example: Assistance for parents in monitoring their child's progress

Teamwork Makes the Difference!

Dear Parent/Guardian of _____,

One of the reading skills we work on in second grade reading is reading fluency. Part of reading fluency is how quickly and accurately a student can read. Another part of reading fluency is reading with expression and reading smoothly with good phrasing. This year I will be checking your child's reading fluency periodically by having him or her read to me and recording the reading. One measure that reading teachers use is called 'words correct per minute' (or WCPM). There is a range of what is typical for the time of year. If your child falls at the low end or below this range, it is even more important to spend extra time having him or her practice reading with and to you at home.

A typical second grader at the beginning of second grade should be reading between 30-80 wcpm with a goal of 60 wcpm. On this September timing, your child read at a rate of: _____ wcpm (words correct per minute).

By the end of second grade students should be reading at a rate of 70-130 words per minute with good accuracy and expression. In addition to the practice your child does at school, it is important that a child's family prioritizes reading to and with their second grade student.

Some suggestions to consider is practicing the same passage or rereading a book many times until your child can read it smoothly. Research has shown this will increase reading fluency. Another way to help your child is to review the high frequency words (also called "sight" or "instant" words) so that he or she is able to read them quickly. The rule of thumb is that children know "sight" words 1-100 by the end of first grade. Your second grader should be able to read the high frequency words 100-200 quickly by the end of second grade. Reviewing a few at time every day really makes a difference. I have included a sheet that tells about the paired reading technique. On the reverse side I included high frequency words 100-200. Practicing these until they can be read quickly can improve your child's reading fluency. If you would like a list of words 1-100 just let me know.

If you have any questions, please call your child's classroom teacher or the Title I School-wide Teacher.

Thank you.

Sincerely,

School-wide Teacher

Example: Parent/Teacher Compact

**BEMIDJI AREA SCHOOLS
PARTNERS in LEARNING
EDUCATION TAKES EVERYONE
Student-Parent-School Staff COMPACT**

The purpose of our Student-Parent-School Staff compact is to represent partnerships that reflect shared responsibility for improving student achievement.

We know students learn best at our school when everyone works together to encourage learning. This agreement is a compact to work together as a team to help _____ achieve in school. Together, we can improve teaching and learning.

PARENT AGREEMENT

I have high expectations for my child and want him/her to achieve. Therefore I will strive to do the following:

- Send my child to school rested, clean, fed, and ready to learn.
- Support the school staff in its effort to maintain proper discipline and help my child to resolve conflict in a positive manner.
- Listen to my child read from books at his/her level 3-5 times a week.
- Monitor the amount of TV watching on weeknights.
- Encourage good study habits by providing a quiet negotiated study time to do homework.
- Make time and be aware of my child's work, progress and problems by
 - Talking to my child about school,
 - Looking at my child's work and progress reports,
 - Communicating with my child's teachers, attending school functions.

Parent / Guardian Signature _____ Date _____

STUDENT AGREEMENT

It is important to have high expectations of myself and to work to the best of my ability. Therefore, I will strive to do the following:

- Be a good Citizen by respecting and cooperating with my parents, my peers, the school staff, and members of my community.
- Accept responsibility by listening and completing assignments neatly and to the best of my ability at school and at home.
- Always try my best.
- Ask the teacher and / or parent for help when I need it.
- Communicate with my parents about what I am learning in school.
- Limit TV watching and make time for studying and reading.

Student Signature _____ Date _____

SCHOOL STAFF AGREEMENT

It is important for students to achieve. Therefore, I will strive to do the following:

- Provide a safe, nurturing learning environment for the student to develop a positive self-esteem.
- Set high expectations.
- Attend staff development sessions to explore techniques and materials to help each child reach his / her best potential.
- Help hold students accountable for ownership of their learning.
- Provide positive reinforcements to students.

School Staff Signature _____ Date _____