

## **Encourage Learning at Home**

Parents must not only supervise home work, but create a comfortable area for doing homework. For starters, turn off the television set and eliminate any other distractions such as loud music. Simple steps like making sure there is sufficient work surface to spread out books or providing proper lighting, school supplies, and having a dictionary on hand can make homework easier to complete.

Helping your child develop organizational skills is the foundation for academic success. Make sure your child has a schedule planner for school and writes down homework assignments daily. Parents should help their child prioritize homework by deadline and by the amount of time required to complete an assignment. By breaking large tasks into smaller ones, assignments become more manageable and your child is less likely to become overwhelmed and procrastinate.

<http://www.nea.org/home/59842.htm>

## **Help Students Reach Their Potential**

Public schools help students reach their full potential. Schools that have high expectations for all students—and give them the support necessary to achieve those expectations—have high rates of academic success. When schools set high expectations, students work harder and aim higher because they learn to believe in themselves and in their future. From the principal to the cafeteria worker, all school employees have a role in helping students feel supported and respected. A sense of belonging and caring relationships are essential to developing self-esteem, independence, and a positive outlook on learning.

When public schools clearly communicate expectations to students, goals are identified, benchmarks are set, and students understand exactly how their work will be evaluated. Ask for up-to-date information about the school's academic standing, graduation rates, and test scores. Schools must provide meaningful and timely information on student performance. Under the No Child Left Behind law, schools are required to notify parents about test results of individual students and the school, as well as supplemental service providers if necessary. Raw test data is not sufficient. Get interpretations of the scores, information on how the scores will be used, and advice on how they can help their children do better.

Because today's student population is more international, all schools should offer communication such as newsletters, bulletins, and even the school Web site in parents' native languages in order to ensure full participation. But parents need to be proactive to make sure their child receives all the resources to which they are entitled. Parents should ask about school-linked social services, lunch programs, and after-school activities—particularly programs for underachieving students. Extra-curricular activities should be open to all students. Research shows that after-school activities are linked to higher achievement and help students ease into the school culture. If possible, get involved in your child's school by volunteering or attending parent meetings. School is a partnership between administrators, teachers, students, families, and the community. It's up to all of us to help engage children in school so when they graduate they will be prepared for the challenges ahead.

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# Title I

## Parents and Teachers

### Forming Partnerships for Education



Dear Parent or Guardian:

Welcome to the *2016-2017 School Year!* ISD 31, Bemidji Area Schools, is proud of our highly qualified teachers with 56.2% holding Master's degrees and 99.1% in their licensure areas. You have the right to request and review information from your school district on the professional qualifications of your child's teachers. The federal Every Student Succeeds Act requires schools that receive federal education funds under Title I, Part A to provide this information to you if you request it. The information must be provided to you in a reasonable amount of time. The information you may request includes the following:

- Has the teacher met state qualifications and licensing requirements for the grade levels and subject areas in which the teacher provides instruction?
- Is the teacher providing instruction under emergency or another provisional status that means regular state qualifications or licensing criteria have been waived?
- What college degree does the teacher have, as well as any other graduate degree or certification? In what academic subject area/s were the degrees received?
- Are paraprofessionals providing instructional services to my child and if so, what are their qualifications?

The district is also required to inform you if your child receives instruction for four or more consecutive weeks by a teacher who does not meet the federal definition of being "highly qualified". Highly qualified teachers are those who have met state qualifications and licensure requirements. If this is the case, we will inform you.

Intentions are to improve student achievement by focusing on improvements in teacher quality. For additional information about the requirements for teacher quality, visit the U.S. Dept. of Education's website at <http://www2.ed.gov/teachers/nclbguide/improve-quality.html>

You can also find information about your child's school, test data and teacher licensure at the Minnesota Dept. of Education's website at <http://education.state.mn.us>

If you have questions, please contact me or Brenda Sand in Human Resources at [bsand@bemidji.k12.mn.us](mailto:bsand@bemidji.k12.mn.us) or send a request to Brenda at:

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Sincerely,

*Kathy Palm*

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Be sure to visit our Website at:

[www.bemidji.k12.mn.us](http://www.bemidji.k12.mn.us)

See the "Parent" tab for valuable resources