



## **PARENTAL INVOLVEMENT AT ELEMENTARY SCHOOL**

The Parent Involvement Plan for the District with building/program specific goals may include, among others, the following strategies:

- An Annual Report is presented each year in October during a PTO meeting. The review is announced in school newsletters before the meeting date to alert parents of the review. Standardized test results are reviewed and parents are provided an opportunity to ask questions concerning the year in review as well as the current year's plans.
- The Parent Involvement Plan is presented to parents with the start of each school year in the opening year packets sent home as well as Curriculum Night in September. Parents may work in the classroom, office, media center, computer lab, field trips, workrooms, after school activities, or from home.
- Results of student assessments are provided regularly through a variety of channels:

<b>Student Assessment:</b>	<b>Frequency of Communication:</b>
Benchmark assessments (FAST, Fountas and Pinnell, etc.)	Results inform instruction, shared through report cards and conferences
M-Step	Results sent to parents/families (upon receipt)
Student Performance in the Classroom	Trimester Report Cards, Conferences
Additional reading support (Tier 2 Interventions, Reading Recovery, etc.) Additional math support	Trimester Reports, Report Cards, Conferences
IEPs – Special Education	Quarterly, annually, every three years
Parent Teacher Conferences	November
IB Portfolio Night	March-May
Weekly Assessments	Sent home for families

- Parent Teacher Conferences are scheduled for two evenings and two afternoons during the fall/winter. Those unable to meet the time scheduled will work with the teacher to determine a common time for both. Additional parent meetings are scheduled on an as needed basis, before, after or during the teacher's conference hour. Parents are also scheduled for problem solving meetings when there are concerns with the student's performance.
- PTO meets monthly in each elementary school, scheduling afternoon or evening meetings. Childcare is made available. Meeting dates are advertised in the District Calendar, building web site, school bulletin board and in the regularly distributed building newsletter.
- Teachers regularly send home newsletters to inform parents of classroom events, upcoming events in the classroom or school, and glimpses of curriculum being covered in the classrooms.
- Teachers send corrected homework and class work for the parents to view. Periodically work may be sent home seeking a parent signature on tests or assignments.
- A Parent-Student-Teacher Compact (Title I schools only) will be implemented at the start of each year. This compact aligns with the need for a strong partnership between home and school in providing a strong education for the student.
- Curriculum pamphlets are available for each grade level at the elementary level. These provide an overview of the benchmarks and expectations. Parents can request a meeting to view the curriculum in full with their child's teacher or principal. Assessments and timing are noted in the curriculum for the core academic areas of math and language arts. (Each trimester report determines the student's level of proficiency. The level is explained on the report card.)



- At the beginning of each school year, the majority of teachers send a welcome letter to the classroom. The dialogue continues through the classroom weekly newsletters, student planners, weekly or daily notes for behavior plans where needed, Parent-Teacher Conferences, email and phone calls. Additional information can be found on many of the teachers' web sites.
- School newsletters and websites keep the school community aware of events, programs, and activities taking place in the building and offer opportunities for involvement. Major events scheduled are found on the district calendar. Four times a year, the district provides a newsletter to inform parents of events and news throughout the district at all levels. Further information is provided on the website, parent handbooks, district-wide school messenger emails and at Curriculum Night.
- As part of the enrollment process, a language survey portion is included on the form. The ESL teacher assesses students to determine the level of services. Services are provided based on individual needs.
- Involvement in community programs allows the business community and the school administration the opportunity to establish positive partnerships.
- Tutoring is available by high school students through service and community hours required for graduation.
- Teachers are involved in the monthly PTO meetings and in some cases serve as executive board members. Rotating staff members attend the meetings and give school and classroom reports. During the course of the meeting, staff members share a portion of their recent class experiences.
- Annually a Volunteer Breakfast is held to thank the many volunteers. It is the schools' opportunity to thank the parents for their involvement in the school.

The school, principal, teacher, and parent will work in partnership to maintain regular communication between home and school to provide the best education for the students.

### **Relations with Parents**

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- Participating in school functions, organizations and committees
- Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment.
- Requiring their child to observe all school rules and regulations.
- Supporting or enforcing consequences for their child's willful misbehavior in school.
- Sending their children to school with proper attention to his/her health, personal cleanliness, and dress.
- Maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study.
- Reading all communications from the school, signing, and returning them promptly when required
- Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

