

Parent Involvement Plan

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TABLE OF CONTENTS

Abstract.....	3
Parenting.....	4
Communicating	6
Learning at Home	8
Volunteering	10
Decision Making.....	12
Collaborating with Community.....	14

ABSTRACT

Over this course, I have learned many different strategies and programs that can be used in an educational setting to get parents and communities involved. In this paper, I will discuss the strategies and programs that I think will be successful in my first-grade classroom as a classroom teacher. I will use the six categories of parent and community involvement when to formulate my own strategies and programs. The six categories are parenting, communicating, learning at home, volunteering, decision making, and collaborating with the community. (A checklist for school: making you family-community partnership work, 2017). I will bring in examples for each category that will help guide what will be in my classroom. Some examples will be my own and some will be through research.

PARENTING

The first category of the parent and community checklist is parenting. The important part of parent involvement is providing information on child development. There are many different ways that schools and classes can involve parents and families. I would provide different resource books that parents would be able to check out during parent-teacher conferences (see appendix A). This would help parents understand the milestones in their child's development. Along with this the books that parents could check out, I would also send newsletters home that would have information on child development that relates to what we are doing in school. These would be beneficial for the parents as they learn more about their child and their child's development. This would also help parents to create an environment of learning at home based off of what they are working on in school.

COMMUNICATING

The next category is communicating, this is an important part of parent's involvement because it is what builds the partnership between the school, teachers, and home. I want to have a good understanding of who my students and families are before the first day of school. A month before school starts, I would send a letter and a survey to my families to fill out. (see appendix B). This survey would help me as a teacher to know some important information that I would need to know before the school year even starts. This would also show me how involved each parent is willing to be throughout the school year. This would also take care of all the parents trying talk to me on the first day of school, which is already going to be overwhelming. With communicating to parents about their child, it is also important for parents to communicate with me as the teacher. By doing so, I will have a class dojo set up so families can see how their child did during the day, but parents will also be able to send messages on their child if anything has happened at home.

LEARNING AT HOME

The next category is learning at home. I think that having parents get involved at home is an excellent way for parents to 1) know what their children are doing in school and 2) make doing homework fun for their children. One of the strategies that I have for learning at home are monthly homework activities for students to do with their parents (see Appendix C). I think this idea because it not only gets the parents involved but it also gets the students practicing that material that we have worked over through the year. These calendars would be sent home along with a newsletter. The newsletter would consist of information on important dates coming there, some projects that we will be doing, and some friendly reminders (calendar activities, weather, health concerns, etc.).

VOLUNTEERING

In order to show that parents are welcomed, volunteering in and outside the classroom is important. I want to bring parents into the classroom during different activities, projects, and parties. I will have a sign-up sheet similar to appendix D. Depending on the month, it will have different opportunities that parents too came into the classroom and volunteer their time. Some activities may be carving pumpkins, dying Easter egg, learning about different community careers, Christmas party, 100 days of school party, etc. I would also attach this to the newsletter and calendar a month before so parents can have time to make plans to come into the classroom.

DECISION MAKING

Another one of the six categories is decision making. This category is important to my classroom. I will “invite staff and parent groups to meet collaboratively, providing space and time to do so” (A checklist for schools: making your family-community partnership work, 2007). Having different committee within the classroom would be an example of getting parents involved in decision making. A committee that a classroom would be in my classroom would be a committee that would help plan field trips and organize school event with the other grade. I think it is important to have a committee for each grade and then with some bigger projects parents are able to go to different grade committees. The parents that would be on these committees would be that parents that like to advocate for different things. This is something that I do not expect all parents to be but I think that there would be parents that would do a great job in these kinds of positions.

COLLABORATING WITH COMMUNITY

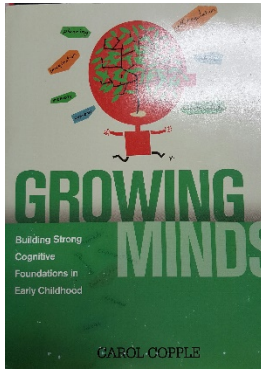
The last of the six categories is collaborating with the community. I think it is very important to get the community involved with the students. One way that I would like to get the community involved would be to have a whole day where we would have different people come talk about their career (cops, teachers, nurses, firefighters, chefs, etc.). It would also so neat of some of the speakers that came in where some parents of the students. I would also like work in the high school in my area and bring in my high school to go projects with the students. Many of the younger students look up to the older students so having high school students come it will benefit the classroom when talking about being respectful or talking about what they want to be when they grow up.

Appendix A

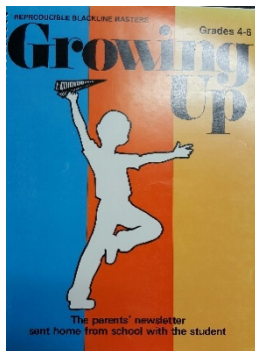
Some Books on Development



This book is about children 49-72 months old. There are newsletters for each month about what should be happening developmentally. It also has strategies and games in each newsletter. For more information www.growingchild.com ISBN: 0-9729649-2-4



This book is a great tool for learning developmental milestones from birth to age 8. This book also has some information on approaches in early childhood. ISBN: 978-1-928896-79-1



This is a great tool for grades 4-6. This book consists of newsletter that would be sent home during each month of the school year by the teacher. This talks about many different aspects like conferences, how a child should be taught, and their development in class. More information on www.growingchild.com

Appendix B

Parent Survey

Child's Name _____

My child like to be called _____

Parent name(s) _____

Home address _____

Phone Number (s) _____

E-mail address _____

(I will email photos of you children over the school year)

Name and Phone # to call in an emergency if we cannot reach parents

Does your child have any know allergies or medical condition that I should know about?

Does your child have any vision, hearing, or speech problems that you are aware of at this time?

What do you see as your child's strengths (in any area ... academically, socially, artistically, etc.)?

What are you see as your child's weaknesses (any area of concern)?

Please list some things that your child enjoys in his/her free time?

What expectations for you have (as a parent) for your child's first grade experience?

What concerns, if any, do you have about your child's first grade year?

What is the most important thing that either the school or I can do for your child this school year?

Does your child have access to a computer at home? _____

Is your child familiar with the internet? _____

Has your child experienced any major changes or stress with the past year? (a move, death of a family member, a new sibling, divorce or separation, etc.)?

Has your child expressed any concerns to you about First Grade? (the playground, eating lunch, bathroom, etc.)?

Thank you for taking the time in completing this form. In understanding your child and your concerns for your child, I feel that I can be a better teacher for your child.

Appendix C

March 2018

Monday	Tuesday	Wednesday	Thursday	Friday
Find three different leaves. Tell how they are alike. Tell me how they are different.	Read someone a story	Count the number of electrical things in your home.	Write a story about what you would do if you were the president.	Write and solve: 54-8=_____ 76-7=_____ 20-5=_____
List three words that have -oy	Write about the importance of good nutrition	Write and Solve: 75-48=_____ 32-16=_____ 50-14=_____	Sing someone a song.	Visit a library. Check out three books.
Read or listen to a story.	Draw a tree with branches. Glue small pieces of tissue paper on the branches of buds	Write a newspaper ad about a bile for sale.	Count and write the numbers from 401 to 500	Make a poster that shows how to cross a street safely.
Make up a joke. Share it with someone.	Get some coins. Show someone these amounts: \$0.79 \$0.85 \$0.23 \$0.46	Write the contractions for Cannot I am Do not I will	Read a book.	Tell someone how to plant and care for a young tree.
Do 10 jumping jacks.	Write and solve 368-214=_____ 987-536=_____ 549-129=_____	Read a fairy tale.	Draw a picture of a treehouse you'd like to have.	Write why trees are important to our environment

Choose at least three activities each week to do with your child as homework.

Check the box when an activity has been completed.

Please sign the sheet and return it to the teacher at the end of the month.

Parent's signature _____

Appendix D

Calendar of time and dates for a Christmas party, Valentine's Day party, birthday party for Dr. Seuss, other days.

Party	Christmas	Valentine's Day	Dr. Seuss Birthday
Date and Time	12/20 @ 2pm	2/14 @ 2pm	3/2 @ 2pm
Volunteers (2)			
Food (2)			
Planning Committee with Teacher (2)			

This is a great way to get parents involved and this would be sent out at the beginning of the year for the parents to fill out.

References

(2007). A checklist for schools: making your family-community partnership work. *New teacher welcome packet*.

Olsen, G. & Fuller, M. (2012). *Home and School Relations: teachers and parents working together*. (4th ed.). Upper Saddle River, NJ: Pearson.