



# Michigan City Area Schools

Opportunity ★ Excellence ★ Pride



## District Office for Title I Services

*making sure every student has a chance to make a difference in the world!*

2018–2019

### Title I Parent Handbook

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#### Barker Middle School

319 E. Barker Rd.  
Michigan City, IN 46360  
219.873.2057  
Lucas Snyder, Dean  
Tracy Haas, Secretary





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## Parent Involvement Policy

*Barker Middle School, a diverse learning community committed to excellence, will ensure our students are responsible and productive participants in an evolving global society by focusing on:*

- ✓ *Rigorous and engaged learning;*
- ✓ *A curricular foundation preparing students for post-secondary success and workplace readiness;*
- ✓ *Feedback and evaluation through Personal Learning Plans;*
- ✓ *A safe and supportive environment;*
- ✓ *A highly effective staff; and*
- ✓ *Community, business and family participation and ownership.*

**1. Barker Middle School will hold an annual parent meeting early in the school year at a convenient time to explain:**

- Title I participation and requirements
- Parents' right to be involved
- The forms of assessment used to measure academic success and progress, including: iReady and ISTEP+
- Curricula to be used, including Indiana State standards

**2. The following items will be distributed to parents for review and input:**

- Parent Needs Assessment Survey – early in the school year
- Parent Involvement Policy – early in the school year
- Family Involvement Calendar of Events – early in the school year
- Home School Compacts – at the annual parent meeting
- Parent Notices as they apply to Title I

**3. Barker Middle School will provide the parents of participating Title I students with timely information in a language and format easily understood in the following ways:**

- Registration packets
  - Teacher notes, phone calls, or emails
  - District and school websites
  - School Messenger
  - Use of interpreter as needed
  - Report cards
  - Counselor
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- 4. Barker Middle School will foster positive and productive family partnerships through:**
    - Strategies from the school reading plan and school improvement plan
    - Providing opportunities for decision-making input related to the education of their children through school and district committees
    - Offering flexible scheduling of events including but not limited to: Title I meetings, Open House, Family Literacy Nights, Breakfast events, parent workshops
    - When possible, providing childcare and refreshments during parent meetings
    - Staff meetings focusing on how to build positive family partnerships
    - Fostering and encouraging good attendance
  
  - 5. Barker Middle School Families will in turn foster positive and productive partnership with the school through:**
    - Supporting their students' learning by: Ensuring good attendance, monitoring homework completion, supervising television watching and electronic game playing, encouraging positive use of extra curricular time, and encouraging reading at home
    - Volunteering at school
    - Participating in school activities
    - Communicating with school staff
    - Being positive advocates for their children
  
  - 6. Materials and training will be offered to parents on how they can assist, encourage and improve their child's academic achievement, through:**
    - A Family Resource Center in the school
    - Offering various parent workshops with the aid of the school staff and counselor
    - Curriculum Coach
    - Home-school newsletter
  
  - 7. Barker Middle School will coordinate and integrate parent and community involvement with local agencies, schools, and other public programs:**
    - Purdue University North Central
    - Safe Harbor
    - Dunebrook
    - Junior Achievement
    - Swanson Center
    - LaPorte County Literacy Council
  
  - 8. Barker Middle School will communicate with the district any parent concerns regarding the Title I program. The Title I Department will receive the comments and respond to any suggestion or concern as timely and practically as possible.**
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## Home – School Compact

Families and schools must work together to help students achieve high academic standards. Through a process that includes teachers, families, and students the following are agreed upon rules and responsibilities that we as partners will carry out to support student success in school and life.

### Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.
- Set high expectations and help every child to be successful in meeting the Indiana academic achievement standards.
- Communicate frequently and meet annually with families about student progress and the school and family compact.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with family and community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff, and families.

### Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful.
- Limit my TV watching, video game playing, and internet usage.
- Study or read every day after school
- Respect the school, classmates, staff, and families.

### Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

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Student

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Teacher

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Parent/Guardian

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## Parenting Resource Center for the Family

**Indiana's Parenting Center** offers resources for parents and their children. When parents need to reach out for help/advice, resources are available. ParentingCenter.com is dedicated to helping families find parenting information. From family support to education, ParentingCenter.com offers advice for family and community. This website offers state-by-state resources. For information on Indiana's parenting resources please use the following link:

<http://www.parentingcenter.com/state/indiana.html>



### What We Do

ParentingCenter.com provides many different resources surrounding your child's education, health and wellbeing, as well as resources for fun, family friendly activities in the area! The following are just a few of the areas that are covered on ParentingCenter.com:

- Many different educational tools
- Family support links
- Health and medical resources
- Family/Parenting Articles
- Child care resources

For more information please use the following link:


<http://www.parentingcenter.com/>

### Sponsors:

- ❖ **YMCA** – *We Build Strong Kids, Families*
- ❖ **Ford Motor Company**
- ❖ **Eli Lilly**
- ❖ **Disney Mobile**

Additional information for parents, including school achievement data, is available on the **Indiana Department of Education Website**, [www.doe.in.gov](http://www.doe.in.gov). If you do not have internet access at home, your school will provide internet access, or you may visit the Michigan City Public Library.

If you have further questions concerning the Indiana Partnerships Center or parent involvement, please call your child's school or:

<p><b>MCAS District Title I Office</b>  408 S Carroll Ave  Michigan City, IN 46360  219.873.2000</p> 	<p><b>Barker Middle School</b>  319 E. Barker Rd.  Michigan City, IN 46360  219.873.2057</p> <p>Lucas Snyder, Dean  Tracy Haas, Secretary</p>	<p><b>Parenting Center.com</b>  904 N. Line Street  Loogootee, IN 47553  812-295-8491  webmaster@parentingcenter.com</p>
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## Title I Parent Involvement Policy

The Michigan City Area Schools Board intends to follow the parental policy guidelines in accordance with the *No Child Left Behind Act of 2001* as listed below. Michigan City Area Schools' Board will distribute this policy to parents of students participating in the Title I program.

### **Policy Guidelines**

- Involve parents in jointly developing our district's local plan under section 1112 and in the process of school review and improvement under section 1116;
  - Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
  - Build the schools' and parents' capacity for strong parental involvement by providing parents with:
    - A description and explanation of curricula to be used;
    - Forms of academic assessment used to measure student progress;
    - Proficiency levels that students are expected to meet;
    - Opportunities for decision-making related to the education of their children;
    - Materials and training on how parents can improve their child's achievement;
    - School staff educated on how to build ties between home and school
    - Coordinated and integrated parent involvement with Head Start and public preschool programs;
    - Information sent home in a language and form parents can understand, to the extent possible;
    - Other reasonable support for parental involvement activities as parents may request.
  - Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start, Parents as Teachers, State-run preschool programs, and English as a new language instructional programs;
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- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A funds, including:
  - Identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
  - Using the findings of the evaluation to design strategies for more effective parental involvement;
  - Revising, if necessary, the LEA's parental involvement policies;
  - Involving parents in the activities of schools served under Title I, Part A. *Section 1118(a)(2), ESEA.*

### **Expectations for Parent Involvement**

The MCAS School Board intends that parents of participating students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop the Title I program plan and suggest modifications in the process for school review and improvement.

Any comments indicating parents' dissatisfaction with the district Title I program must be collected and submitted along with the Title I Application for Grant to the Indiana Division of Compensatory Education.

The Title I program must be designed to assist students in acquiring the competencies and achieving the goals established by law, as well as the goals and standards established by the MCAS School Board. These goals and standards must be shared with parents in a manner that will enable them to (1) participate in decisions concerning their child's education and (2) monitor and improve the educational achievement of their child.

### **School Policy**

Each school must submit its Title I school parent involvement policy, which must meet all legal requirements. This policy must be developed jointly with and distributed by the school to parents of participating students. The policy must be updated annually.

A copy of each school's parent involvement policy shall be kept on file with the school's Title I program plan in the Central Office.

### **References**

Section 1118 of *No Child Left Behind Act* (NCLB) of 2001  
<<http://www.ed.gov/esea>>

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## Parents' Right to Know & Highly Qualified Teachers and Assistants

At the beginning of each school year, your child's school corporation will provide you (at your request and in a timely manner) information regarding the qualifications of your child's classroom teacher(s), including the following information:

1. Whether your child's teacher has met the State qualification and licensing criteria for the grade level and subject area in which the teacher is providing instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which the State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher, any other graduate certification for degree held by the teacher, and the field of discipline of the certification for degree.
4. Information on the level of achievement of your child in each of the State academic assessments.
5. Timely notice that your child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.
6. Whether the student is provided services by paraprofessionals, and if so, their qualifications.

### Remember This:

- The notice and information provided to parents shall be in an understandable and uniform format and provided in a language that parents can understand.
- This information may be obtained at the beginning of the school year.
- The school corporation must provide this information in a timely manner at the parent's request.

A request can be made by contacting the  
District Office for Title I Services  
By phone  
219-873-2000







## Title I School - Wide Designation

All Michigan City Area Schools are Title I served schools and have received School Wide Plan (SWP) designation through the Indiana Department of Education. School faculty, staff and parents developed a plan to meet the ten components of the School Wide Plan at each of the district Title I Schools.

The Components of a School Wide Plan are:

1. A comprehensive needs assessment of the whole school.
  2. Implementation of school wide strategies that:
    - Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.
    - Use effective methods and instructional strategies that are based on scientifically based research that:
      - Strengthens the core academic program,
      - Increases the amount of learning time,
      - Includes strategies for serving underserved populations,
      - Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk or not meeting state standards,
      - Addresses how the school will determine if needs of those children have been met,
      - Is consistent with and is designed to implement state and local improvement plans.
  3. Highly qualified teachers in all core content area classes.
  4. High quality and on-going professional development for teachers, principals and paraprofessionals.
  5. Strategies to attract high-quality, highly qualified teachers to this school.
  6. Strategies to increase parental involvement, including:
    - 6a. A description of how the school will provide individual academic assessment results to parents.
    - 6b. Strategies to involve parents in the planning, review and improvement of the school wide plan.
  7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start or state-run preschool programs.
  8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.
  9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided effective, timely additional assistance.
  10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components.
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