

Parent Involvement Policy

The Joy School community will provide opportunities for every student to reach their full potential in academic, social/emotional growth, and physical well-being. We are committed to preparing children to be lifelong learners who will be productive citizens in a rapidly changing global community. We believe:

- ✓ *The purpose of our school is to assure all students accomplish their highest level of academic achievement, with an emphasis upon learning as a lifelong process*
- ✓ *Students need self-confidence along with respect for all members of the Joy community*
- ✓ *Everyone functions at their personal best when they are provided with well-defined guidelines in a non-threatening environment. Students should be willing to take risks and feel comfortable, appreciated, and accepted as an important member of the Joy community.*

1. Joy 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: mCLASS, I Ready, Standards-based report cards
- Description and explanation of curriculum to be used, including: Indiana State standards, I Ready Math, and English/LA Balanced Literacy Framework

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 – monthly
- Home School Compacts – at registration
- Parent Notices as they apply to Title I

3. Joy School will provide 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
 - Monthly school newsletter
 - Wednesday take-home folder
 - District and school websites
 - School Messenger
 - Use of interpreter as needed
 - Report cards
 - Counselor
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4. **Joy 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. **Joy Families will in turn foster positive and productive partnerships 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
 - A Literacy Coach
 - Take-home books with skills at the appropriate grade level for their child
 - Home-school newsletter

 7. **Joy School will coordinate and integrate parent and community involvement with local agencies, schools, and other public programs:**
 - YMCA Early Learning Programs
 - Purdue University North West
 - Safe Harbor
 - Dunebrook
 - Junior Achievement
 - Swanson Center
 - LaPorte County Literacy Council

 8. **Joy School will communicate to the district any parent concerns with 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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Joy Elementary School

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 by:

- Providing a safe and supportive learning environment.
- Teaching classes with an interesting and challenging curriculum that promotes student achievement.
- Motivating my students to learn.
- Setting high expectations and helping every child to be successful in meeting Indiana's academic achievement standards.
- Communicating frequently and meeting annually with families about student progress and the school and family compact.
- Providing opportunities for parents to volunteer, participate, and observe in my classroom.
- Participating in professional development opportunities that improve teaching and learning and support the formation of partnerships with our families and our community.
- Participating in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respecting the school, students, staff, and families.

Student Pledge

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

- Coming to school ready to learn and work hard.
- Bringing the necessary materials, completed assignments and homework.
- Knowing and following school and class rules.
- Communicating regularly with my parents and teachers about school experiences so that they can help me be successful.
- Limiting my TV watching, video game playing, and internet usage.
- Studying or reading every day after school.
- Respecting the school, my classmates, staff, and families.

Family/Parent Pledge

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

- Providing a quiet time and place for homework and monitoring TV viewing.
 - Reading to my child or encouraging my child to read every day. (20 minutes K-3 and 30 minutes for grades 4-6)
 - Ensuring that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
 - Monitoring regularly my child's progress in school.
 - Participating in appropriate decisions about by child's education.
 - Attending parent-teacher conferences.
 - Communicating the importance of education and learning to my child.
 - Respecting the school, staff, students and families.
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Student

Teacher

Parent/Guardian

Michigan City Area Schools

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. 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>MCAS District Title I Office 408 S Carroll Ave Michigan City, IN 46360 219.873.2000</p> 	<p>Joy Elementary School 1600 E. Coolspring Ave. Michigan City, IN 46360 219.873.2090</p> <p>Lisa Suter, Principal Mallori Heflin, Secretary</p>	<p>Parenting Center.com 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>>



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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