

Knapp Elementary School

Parent Involvement Policy

The mission of Knapp Elementary School is to ensure a strong academic foundation that inspires self-confidence and pride in personal success through a system distinguished by:

- ✓ *High expectations for student behavior and achievement,*
- ✓ *A safe, caring environment that challenges each person to achieve his/her personal best,*
- ✓ *A staff dedicated to student success and collaboration with families and community.*

Knapp Elementary School commits to establishing and honoring the following policies:

Knapp Elementary School will hold its annual Title I meeting during the fall to inform parents of their rights as well as the requirements for meeting the mandates of the Title I program.

As necessary, meetings and parent/teacher events will be held to address student needs.

- Parents will be encouraged to participate in an annual parent survey as well as provide input on the following:

Parent Involvement Policy

- School wide Improvement Plan
- Home-school Compact

Parents will be provided school-related information that is given in a timely manner.

Information will include, but is not limited to:

- Description/Explanation of Knapp's curriculum.
- Methods of Assessment such as ILEARN, IREAD3, mClass, iReady, and standards-based report cards.
- Opportunities for parents to participate.
- Materials and training on how parents can promote student learning.
- Education programs that build ties between home and school such Imagination Station, Parents as Teachers, and other public pre-school programs.

Additionally, Knapp Elementary School consents to the following:

- Encouraging partnerships with community-based organizations and businesses.
 - Acknowledging parent feedback communicated through surveys, written correspondence, etc.
 - Scheduling at least two (2) parent teacher conferences in the school year.
 - Encouraging and supporting ongoing communication with Knapp School's Parent Teacher Group (PTG).
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Knapp 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:

- Provide a safe and supportive learning environment.
- Teach utilizing an engaging and rigorous 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 weekly through the Knapp communication folder and meet bi-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.
- Engage 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 and read every day after school.
- Respect the school, my 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; monitor TV viewing, video games and computer usage.
 - Read to my child or encourage my child to read every day. (20 minutes pre-K and 30 minutes for grades K-6).
 - Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
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- Send my child to school on time (pick up promptly at dismissal time).
- Regularly monitor my child's progress in school.
- Participate, as appropriate in decisions about my child's education.
- Read, sign and return weekly communication folder.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

Student

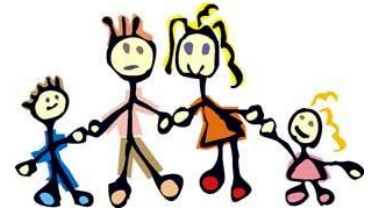
Teacher

Parent/Guardian



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 style="text-align: center;">MCAS District Title I Office 408 S Carroll Ave Michigan City, IN 46360 219.873.2000</p> 	<p style="text-align: center;">Knapp Elementary School 321 Bolka Ave. Michigan City, IN 46360 219.873.2096</p> <p style="text-align: center;">Jennifer Neal, Principal Ella Brinckman, Secretary</p>	<p style="text-align: center;">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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