

approved 6/25/12

School Wide Parental Involvement Policy

Philosophy

Summit Academy North is the quality choice in education, a place where collaboration, uniqueness and diversity are celebrated. Students are given the opportunity to enhance their growth through utilizing individual learning styles. Staff members will become nurturing facilitators empowered with the knowledge and resources which promote quality growth. We strive to foster respect, personal responsibility and confidence. The staff of Summit Academy North knows that parents play an integral role in assisting their children's learning at school. To ensure academic success for all students, the staff will create a full partnership with parents. The school will offer parents the opportunity to assist their children in attaining their highest potential by involving them in the development of school programs and activities. To accomplish this, parents had input in the development of the Parental Involvement Policy.

Components

To meet the NCLB requirements of Section 1118, Summit Academy North will do the following:

- Involve parents in developing the Teacher-Parent Compact and Parent Policy. The School Improvement Team will meet annually to evaluate the results of parent survey to increase future parent participation.
- Parents will be given the opportunity to aid in the development of the School Improvement Plan.
- Parents will be given MDE Expectations based on current grade level through meetings at the beginning of the year, conferences and district website.
- Review the Parent-Teacher Compact with parents at conferences.
- Explain the Title 1, Part A program and requirements to all parents.
- State and local assessments will be explained to all parents by including the test expectations, testing protocols and results.
- Parents will be given the opportunity to review their child's academic progress through Power School Grade Book System, report cards, progress reports and conferences.
- Provide materials and training to parents to help them understand the curriculum.
- Staff will be trained on how to effectively communicate with all parents.
- Make information and activities accessible to all parents (e.g., limited English proficiency, disabled, migrant, economically disadvantaged) in a variety of forms.
- FACT meetings will focus on building community relationships.
- Use parent feedback to make changes to our parent involvement plan and policy.

Parents are given the MDE parent Expectations based on their child's current grade

level. These expectations were based on State Standards of what a child should know by the end of specific grade levels, but written in a “parent friendly” language. On the first day of school a specific packet is sent that includes these expectation. Teachers review the expectations with parents at conference time and they are always available on our District website.

State and local academic assessments are discussed with parent on the first day of school. Parents receive a “parent-friendly” MEAP and Iowa test score reports. These reports are discussed with parents at conference time. Scores are reported in a timely fashion and explained to the parent in simple terms to help them understand the progress of their child. Local assessments are recorded in our Power School Grade Book system, which parents have access to at any time. Power School access is sent home via parent letter with instruction on how to operate the system. Parents without Internet access are offered the opportunity to come to the school for Internet use.

Students receive individual quarterly report cards and at the end of the first and third marking period, student/parent/teacher conferences are held. In grades 2-5, students also receive a mid quarter report to show academic progress.

Parent Training

Literacy Night – A night when parents are given the opportunity to learn more about struggling readers, math homework practice, and additional help for struggling learners.

- Literacy programs that bond families around reading and using the public library;
- Providing information about the essential components of reading instruction to enable parents to support the instructional practices used by the teacher;
- Training parents in the use of the Internet to enable them to access their children’s homework; communicate with teachers; and review information posted about schools in improvement, supplemental educational services, public school choice and other opportunities to promote student achievement.

Math Curriculum Night

The goal of Math Curriculum Night is for parents to get a better understanding of our Singapore math programs offered at the school. Teachers show parents how to access Compass Learning from home and walk them through the program so they better understand the program and how it works. We also showcase the Singapore Math program. Parents are then asked to join in break out sessions for math games.

Parents, students and staff from across the school participate in this event. The goal of Math Night was to demonstrate math games and activities that parents and students

could learn at math night and then continue to use these activities together at home. Students in grades K through five work with their parents on a variety of math activities including estimation, graphing, addition, counting money, problem solving, and mental math.

Our Parent Resource Center encourages and supports parents in becoming more involved in their child's education. There are books and pamphlets on parenting and programs that are particular to the school and the needs of children. There is also a parent resource page listed on the districts website.

Science Fair Information Night

This session is available to all parents to answer information regarding Science Fair projects. Teachers will be available to discuss the rubric used for grading, the expectations of the project and materials needed.

Staff Training For Effective Parental Involvement

We educate teachers, pupil services personnel, principals, and other staff in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents, implement and coordinate parent programs, and build ties between parents and the school.

At the beginning of each school year all staff are trained on how to effectively communicate with parents. All staff is provided with the following resources: Parents on your Side (Lee Cantor) and Love and Logic (Jim Faye).

Through effective communication with parents, they feel valued and welcomed as members of our school family.

Programs For Parental Involvement

At this time we do not have community based parental involvement programs. We will work with our FACT (Family Action Committee Team) to establish programs with local preschools to provide training and assistance for their staff and parents.

Volunteer tracking software is used for parents to sign in and volunteer. The software tracks our volunteers who have completed the criminal background check and are allowed to volunteer. When volunteers come in, they sign in at the designated computer in the school lobby. When they leave they sign out and the hours are tracked. We are able to enter hours for parents who volunteer away from school.

Parent Communication

The school holds an annual meeting, at a time convenient for parents to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A

requirements and the right of parents to be involved in those programs. In order to keep parents informed, we invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend. At this meeting, parents will learn about the purpose, guiding principles, goals, and expected outcomes of the Title I program. Parent will be informed of the benefits and responsibilities associated with being a Title I school. The parents' role in the success of their students will be emphasized and the Parent Compact will be shared on the first day of school. The compact was developed by parents and staff as part of the school improvement development process. The compact is also reviewed at conferences.

At the beginning of each school year, the school informs parents of their right to request information about the professional qualifications of both the teachers and the instructional paraprofessionals who teach and work with their children. This is done in an understandable language that parents can comprehend.

DAILY COMMUNICATION

Home folders

Emails

Phone calls

Conferences

Student Planners

Newsletters

Classroom Web Pages

We continually evaluate our communication and make adjustments as needed.

Student-Parent-Staff Compact

SUMMIT ACADEMY NORTH

Agreement for Achievement

A LEARNING PARTNERSHIP BETWEEN SCHOOL AND HOME

Our Mission

To nurture and inspire
our school community
and facilitate quality educational opportunities
in a safe learning environment.

Our Agreement for Achievement

This mutual agreement will serve as a sign of our commitment for establishing and maintaining our shared responsibilities for student learning and student achievement between school and home. The purpose of this agreement is to clarify each partner's responsibilities in our strife for educational equity and excellence for all students.

Parent/Guardian Commitment:

I want _____ to be successful in school. Therefore, I promise to do all of the following:

- **Teach** my child self-respect and to respect others.
- **Encourage** my child to do his/her best in school.
- **Ensure** that my child attends school daily.
- **Send** a well rested, nourished, loved child ready to learn each day.
- Get my child to school **on time**.
- **Provide** an adequate environment for homework assignments and offer assistance.
- **Attend** school functions like open house and FACT, supporting school activities, volunteering my time at school or home and attending parent/student/teacher conferences.
- **Review** school-to-home communications and respond promptly.
- **Help** my child see how school learning is needed in the real world.
- **Recognize and praise** my child's efforts and progress.
- **Share** information with school staff about unique family or child circumstances that may affect my child at school.
- **Share** concerns about my child or about the school and work together with Summit to resolve problems.
- **Support** the school's code of conduct and efforts to make Summit a safe and peaceful community for learning by holding my child accountable for his or her actions.

Parent(s)/Guardian(s) Signature(s) _____
During conference the teacher and I met and reviewed our portion of the compact. Date _____ initial

Student Commitment:

I want to be successful in school. Therefore, I promise to do all of the following:

- **Cooperate** with the grown ups at my home in the mornings so I can be at school each day and be in my classroom on time.
- Come to class **ready to learn** with a positive attitude.
- **Remember** to give parents/guardians and teachers all letters, messages and notes from school or home.
- **Obey** the classroom and school rules.
- **Cooperate** with other students and adults at school.
- **Try** my best to do the best.
- **Finish** all my class work and homework on time and in a quality way.
- Make **peaceful choices** in what I say so that I do not hurt anyone else's feelings,
- Make **peaceful choices** in what I say so that I do not hurt anyone else's body.
- Use the **Summit Academy Motto** to help me each day:

As a member of the Summit Academy Learning Family, I show respect by being:

R responsible
E engaged in learning
S successful
P peaceful
E enthusiastic
C committed to quality

T _____ team player
Student's Signature _____

Teachers' Commitment

We want _____ to be successful. Therefore, we promise to do all of the following:

- Provide a **positive learning environment** where each child will begin to be responsible for his or her own learning.
- Set **high teaching standards** for ourselves which promote Summit's and the States' standards and benchmarks.
- Deliver a **high quality**, appropriate curriculum through motivation and interesting learning experiences.
- Teach **effective study skills** and strategies to ensure retention of learning.
- Show that **we care** about all students and respect the uniqueness of all students and their families.
- Address each student's needs and **encourage individual talents**.
- **Build self esteem** by helping each student become high achieving.
- **Notify the parent(s)/guardian(s)** as soon as a tardy, attendance, behavior or academic problem develops through notes or phone calls.
- **Help parents** to support learning and positive behavior at home.
- **Support** the school's code of conduct and efforts to make Summit a safe and peaceful learning environment by not tolerating any type of hurtful behavior.
- Establish an "**open door policy**" and warm atmosphere for parents/guardians during classroom visits and when participating in activities.

Teachers' Signatures _____

Parent Support

In order to accommodate all parents who cannot attend school functions/conferences, alternative arrangements are made for them. These include before school and evening hours.

During monthly FACT meetings, childcare and dinner are provided to families who attend. This enables parents to participate who might not have been able to. Because the meetings are held on school nights, students can attend with their parents and have a quiet place to do homework. A staff member supervises the students who are working on homework, so they can help them if they need it.

LEP – Limited English Proficient

Parents of children identified as limited English proficient are communicated the following:

The reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;

- *The child's level of English proficiency, how that level was assessed, and the status of the child's academic achievement;*
- *The methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how those programs differ in content, instructional goals, and the use of English and a native language in instruction;*
- *How the program in which their child is or will be participating will meet the educational strengths and needs of their child;*
- *How the program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;*
- *The specific exit requirements of the program, including the expected rate of transition from the program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for the program if Title I, Part A funds are used for children in secondary schools;*
- *In the case of a child with a disability, how the program meets the objectives of the child's individualized education program (IEP) under the Individuals with Disabilities Education Act (IDEA) or the child's individualized services under Section 504 of the Rehabilitation Act of 1973 (section 504);*
- *Information pertaining to parental rights, including written guidance—*
 - *detailing the option that parents have a right to decline enrollment in a language instructional program and to choose another program or method of instruction if available,*
 - *detailing the right that parents have to remove their child immediately from the program upon the parents' request, and*
- *The notice and information is provided in an understandable format and, to the extent practicable, provided in a language that the parents can understand.*

We notify parents of our written parental involvement policy in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, provide notice and the policy in a language the parents can understand. In addition, we make the parental involvement policy available to the local community by publishing it on the school's website.

Evaluation Of Parent Involvement

A survey was developed, by the parents and staff to evaluate the effectiveness of our parent involvement plan and policy. The survey is conducted in the fall and results are analyzed at a subsequent FACT meeting to discuss any concerns. Changes and improvements will be made at that time. Sign in sheets are utilized to measure parent participation at school functions.

Parent Involvement Calendar 2011-12

Date	Activity	Presenter	Audience	Evidence
8-12-11	Welcome Newsletter		Parents	Copy of Newsletter
9-6-12	1 st Day Parent Celebration	Teachers & Admin	Parents	Invitations, Agenda, Sign-In Sheets
9-29-11	Open House	Teachers & Admin	Parents & Students	Sign-In Sheets
Multiple Times per Year	PBS Celebrations	Teachers & Admin	Parents & Students	Invitations, Volunteer Logs
10-13-11	Chuck E. Cheese Fundraiser		Parents, Students, Staff	
11-21-11	Parent/Teacher Conferences	Teachers	Parents & Students	Sign-In Sheets
11-22-11	K-2 Winter Concert	Students, Teachers	Parents, Students, Staff	
2-2-12	WOW Math Night	Teachers & Admin	Parents & Students	Sign-In Sheet
2-29-12	Buffalo Wild Wings Fundraiser for 5 th Grade Camp		Parents, Students, Staff	
3-12-12	MEAP Information Parent Sessions	Admin	Parents	Sign-In Sheet
Multiple Times per Year	FACT Meetings (PTO)	Parents & Staff	Parents & Staff	Sign-In Sheets
4-4-12	Parent/Teacher Conferences	Teachers	Parents & Students	Sign-In Sheets
4-5-12	Book Fair		Staff, Parents, Students	
4-26-12	Family Literacy Night	Teachers & Admin	Parents, Students, Staff	Sign-In Sheets
Multiple Times per Year	FACT Movie Nights		Parents, Students, Staff	
5-2-12	Elementary Speech Finals	Staff & Students	Staff, Parents, Students	
5-10-12	3-5 Spring Concert	Students & Staff	Parents, Students, Staff	
5-16-12	Kindergarten Round-Up	Teachers & Admin	Parents & Students	Sign-In Sheets