



David H. Ponitz

741 Washington Street
David H. Ponitz, Principal

SCHOOL-PARENT COMPACT

The David H. Ponitz, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2015.

School Responsibilities

The David H. Ponitz will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

[Describe when the parent-teacher conferences will be held.]

- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

[Describe when and how the school will provide reports to parents.]

- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

[Describe when, where, and how staff will be available for consultation with parents.]

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on school advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Parent Involvement Advisory Committee, the District wide Committee Education Council, the School Support Team or other school advisory or district and school parent groups.*

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The David H. Ponitz will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the 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 Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the David H. Ponitz will:

1. Recommend to the district, the names of parents of participating children of Title I, Part A programs who are interested in serving on the School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the district in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the district to ensure that a copy of the school's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School

Parent(s)

Student

Date

Date

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

**School
Parent Involvement Plan for 2014-2015**

School will engage Parents in the following ways:

EPSTEIN'S SIX TYPES OF INVOLVEMENT	ROLE OF THE SCHOOL MANDATORY REQUIREMENTS	FAMILY INVOLVEMENT ACTIVITIES
<p>Parenting: Assist families with parenting and child-rearing skills that support children as students</p>	<p>School will:</p> <ul style="list-style-type: none"> • Survey parents and provide training, classes, and presentations to assist and sustain positive parenting practices • Provide training for teachers and staff on supporting parenting styles of diverse cultures and families 	<ul style="list-style-type: none"> • Parent surveys will be done during fall conferences • Staff is studying equity in team meetings
<p>Communicating: Communicate with families about schools programs and student progress</p>	<p>School will:</p> <ul style="list-style-type: none"> • Share the parent involvement plan with all families in the fall, including independent parent groups such as CEC, PTO, ESL, Special Ed, etc. who meet at different times and places • Inform parents of participation in Title I services and the programs provided • Implement unique methods to engage in regular, two-way communication with families of all ethnicities, languages, and socioeconomic status • To the extent feasible and reasonable, all communication will be shared in the home language of the family • Provide assistance to parents in understanding the State's academic standards and assessments 	<ul style="list-style-type: none"> •
<p>Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers</p>	<p>Parents of all language groups will:</p> <ul style="list-style-type: none"> • Be offered a variety of opportunities to volunteer • Have opportunities to volunteer that will include activities on site and at home • Be valued for who they are and what they can offer 	<ul style="list-style-type: none"> •

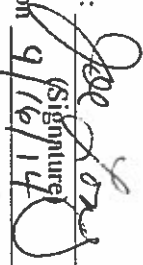
<p>Learning at Home:</p> <p>Involve families with their children in learning/curriculum-related activities at home, including homework</p>	<p>School will:</p> <ul style="list-style-type: none"> • Sponsor a variety of opportunities to train parents on how they can support the academic learning that begins in the classroom • Ensure that all trainings will be offered in languages that reflect the ethnicities of the families and be conducted at times and places that are convenient for parents 	<ul style="list-style-type: none"> •
<p>Decision Making:</p> <p>Include families as participants in school decisions, governance, and advocacy</p>	<p>Parents will:</p> <ul style="list-style-type: none"> • Partner in creating and reviewing the school involvement plan annually • Help develop a School/Family compact that will be signed by all families • Actively be recruited to serve as PTA members, Site Council members, DPAC representatives, and other committees that foster leadership and governance positions 	<ul style="list-style-type: none"> •
<p>Collaborating with Community:</p> <p>Coordinate resources and services for students/families and also provide services to the community</p>	<p>School will:</p> <ul style="list-style-type: none"> • Develop relationships with local businesses, faith communities, and institutions of higher learning • Offer resources and services to students and families to build relationships • Provide opportunities for students to serve as community volunteers/interns 	<ul style="list-style-type: none"> •

Adoption of the Parental Involvement Plan

School

The Parental Involvement Plan has been developed jointly with, and agreed on, by parents of children of School as evidenced by the signature of the Site Parent Advisory Council representative.

Site Council parent representative:

 (Signature)
9/16/14

The plan was adopted by School on _____ and will be in effect for one year.

Posted on school website: _____

1/20/15



Raymond Caruthers, Principal

David H. Ponitz Career Technology Center
741 Washington Street • Dayton, Ohio 45402
Phone: 937-542-7180 • Fax: 937-542-7181
E-mail: RCaruth@dps.k12.oh.us

July 18, 2014

Dear Parent/Guardian:

The *Elementary and Secondary Education Act* is our country's most important federal education law. In 2001 this law was reauthorized and is now called the *No Child Left Behind Act (NCLB)*. *NCLB* was designed to make changes in teaching and learning that will help increase academic achievement in our schools.

The law requires that all schools receiving Title I funds must inform parents of their right to ask schools about the qualifications of their child's teachers. Our school receives Title I funding and we are happy to share this information with you at your request. We believe that nothing is more important to your child's education at school than having a well-prepared and highly qualified teacher. The law requires that all teachers who teach in core content areas must meet a specific legal definition of "highly qualified" in order to teach in schools that receive Title I funding.

The legal definition of a "highly qualified teacher" has three parts. It states that the teacher must have the following:

1. A four-year college degree
2. A regular teaching certificate/license
3. Proof of his/her knowledge in the subject they teach

Dayton Public Schools has some of the most qualified teachers in the country and we are extremely proud of the quality of the teaching staff in the school district. All our regular teachers have college degrees and many have advanced degrees. The state of Ohio has always required a teaching certificate/license for all teachers. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

Most teachers already meet this legal definition of highly qualified. Teachers in the state of Ohio are required to meet this definition. To ensure that every child in every classroom has a highly qualified teacher, the state of Ohio and our school district are working together to help teachers meet the requirements of the federal law by providing several options. Teachers may take a content Praxis test, or they can demonstrate their expertise through a college major in the content.

Mission Statement

The mission of Kiser PreK-8 School is for every child to reach success through excellence in academics and interpersonal relationships.

A highly qualified teacher knows what to teach, how to teach, and has a full understanding of the subject matter being taught. Every teacher in our school is fully qualified/dedicated to teaching your child! We will do everything possible to help our teachers who may not yet meet the legal definition required by the federal government.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on *NCLB*, and the role of parents, please visit the United States Department of Education (USDE) Web site at www.ed.gov/nclb. By partnering, families and educators can provide your child with the best education possible.

Sincerely,

A handwritten signature in cursive script that reads "Ray Cauthe". The signature is written in black ink and is positioned below the word "Sincerely,".

Mission Statement

The mission of Kiser PreK-8 School is for every child to reach success through excellence in academics and interpersonal relationships.