

School-Parent Compact

From the Parental Involvement: Title I, Part A Non-Regulatory Guidance (April 23, 2004)

SCHOOL-PARENT COMPACT

Milne and Kelvin Grove Schools 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 the 2010 school year.

School Responsibilities

Milne/Kelvin Grove 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**
 - Our Reading Program uses a combination of the *Trophies* series by Harcourt and the *Soar to Success* series.
 - We work with our students in a small group pull-out program. We feel that by pulling students out of their classrooms in small groups we can work with students in a more individualized manner while working on the skills and strategies they need to succeed.
 - We focus on the following skills during our reading classes: phonemic awareness/phonics, vocabulary, fluency, comprehension and writing.

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:**
 - Parent-Teacher Conferences will be held November 4, 2010 from 12:30 PM-8:00 PM and on November 5, 2010 from 8:00 AM-3:00 PM.
 - We are also able to set up meetings with parents throughout the year if needed.

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

- Parents will be able to see their child's scores at Parent/Teacher conferences in November.
- Score reports will be sent home at our third parent meeting. These reports will show what the child scored on the previous year's test as well as the test that will be completed at the end of the school year.
- Students will also be assessed using our AIMSWeb oral reading test. Reports that show the students' scores on these oral reading tests will be sent home periodically throughout the year.
- We will also call or e-mail parents if we have concerns with a student's class work or progress.

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

- Parents are able to contact all reading support teachers via phone and/or e-mail.
- Reading support teachers will reply to parents' messages (via phone and/or e-mail) as soon as the appropriate teacher is able.
- We will have three parent meetings during the year to keep parents informed of the reading program and their child's progress in reading.
- We are able to meet with parents before or after school when an appointment is made with the appropriate reading support teacher in advance
- Contact information for all three reading support teachers is listed below:
 1. Mrs. Visser—Reading Specialist
 - Phone: (815) 838-0542 ext.128
 - Email: avisser@d91.net
 2. Mrs. Brozman—First Grade Reading Coach
 - Phone: (815) 838-0542 ext.133
 - Email: dbrozman@d91.net

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

- Parents should attend the three parents meetings during the year. There are opportunities during these meetings to give input on how funds could be spent and possible changes to the program.
- Parents can also call either school to see if help is needed.
- Parents can also call their child's classroom teacher or reading support teacher to see if they can be of assistance or if they can help out in the classroom in anyway.

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.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child's classroom.
- Participating, as appropriate, in decisions relating to my child'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 policy advisory groups, such as being the Title I parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy 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 it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

This document is for your reference.

Please keep this document at home so you can refer to it throughout the school year.