

School-Parent Compact

Title I, Part A of the Elementary and Secondary Education Act (ESEA)

(Posted on school web site and placed in student handbook, update annually with OIP team, reviewed during “Open House/Parent-Student Orientation meeting)

The Northwest Local School District/Northwest Elementary School, 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 current school year

School Responsibilities

The Northwest Elementary School 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:

Teachers will follow the state adopted Standards, Benchmarks and Indicators for each grade and subject level. Teachers will participate in a variety of professional development opportunities throughout the school year (minimum of three sessions) that support research based instructional strategies. Formative assessments will be implemented in the following (but not limited to) ways to guide instruction.

- Aimsweb Progress Monitoring
- Short Cycle Benchmark Testing (quarterly) by grade level
- STAR Reading and Math Assessment
- Accelerated Reader

Reading intervention will be provided to all students in academic need.

The district and building will ensure all core subject teachers are high qualified for their positions and parents have the right to request highly qualified teacher information at any time.

Achievement assessments will include all State Testing Requirements (may change annually) See district Testing Policy (PO 2623)

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:

Refer to School District Calendar for specific dates

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

- Interim report #1 –
- Interim report #2
- Interim report #3
- Interim report #4

Dates for Interim reports are available on School Calendar

Additionally, our district will utilize "Progress Book", a web-based grade book that will allow parents access to their student's grades, attendance and homework assignments at any time. The program is password protected and all parents and students will receive their password via the U.S. postal system mail.

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

- During teacher planning time. School secretary can provide the exact time to inquiring parent.
- fifteen minutes before the start of school and fifteen minutes at the end of the school day.
- By appointment

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

Parent volunteers are encouraged and welcome in our school district. Our reading lab is the most utilized program in our district. Parents are trained by our reading teacher specialist. Upon completion of the training program, parents/volunteers work one-on-one with students providing reading interventions in the lab setting.

Parent Responsibilities

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

- Monitor attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering
- 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 policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the Ohio Improvement Process (OIP) team, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.