

SCHOOL-PARENT COMPACT

Spanishburg 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), agreed 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 2011-2012.

School Responsibilities

Spanishburg 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:**

Students will be provided with the highest quality educational materials and teaching methods to provide them with the best possible opportunity to fully realize their academic potential on state achievement tests. Intervention groups, Title I Reading, and small flexible group instruction will provide opportunities for all students to reach their academic potential.

- 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:

Spanishburg staff will be available daily for telephone conferences during planning periods and also after school for individual teacher/parent conferences. Parents are encouraged to request a conference with their child's classroom teacher at any time to discuss the student's progress.

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

Student progress reports will be sent home to parents/guardians every 4.5 weeks. Additionally, individual teachers will inform parents of student progress by phone or e-mail throughout the grading period. Homework folders will be sent home with all students. DIBELS data reports, along with an explanation letter, will be sent home for review for every benchmark period.

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

The staff will be available for telephone conferences on a daily basis during their planning periods. Conferences may be scheduled during the teachers' daily planning period or after school between 2:15 p.m. and 2:45 p.m.

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

Parents will be encouraged to participate as much as possible in the school and their child's classroom. All parents will be asked to complete a Parent Volunteer Agreement as part of the "back-to-school" paperwork. Parents will be given the opportunity to participate in Read Alouds during the school day, during school trainings and activities as well as after school programs and workshops.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Volunteering in our children's classrooms.
- Participating, as appropriate, in decisions relating to our children's education.
- Promoting positive use of our children's extracurricular time.

- Staying informed about our children’s education and communicating with the school by promptly reading all notices from the school or the school district either received by our 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 State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

Specifically, we will:

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- Do our homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give our parents or the adult who is responsible for our welfare all notices and information received by us from our school every day.
- Come to school on a regular basis.
- Work hard to reach our fullest achievement level possible.

ADDITIONAL PROVISIONS

Spanishburg Elementary School 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. At 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).