

West Irondequoit CSD

Title 1

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SCHOOL-PARENT COMPACT

Southlawn 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), 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 2019-20.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Southlawn 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:

Southlawn School is committed to achieving high standards for all students. Our goal is to achieve the alignment of rigorous content standards across all organizational levels in curriculum and instruction, and to utilize processes to support, monitor, and review the implementation of standards. Using NYS assessments, as well as District level assessments, teachers and administrators review data on student performance relevant to the standards to assess strengths and weaknesses in order to plan instruction at the program, classroom and individual student levels. Teachers, administrators and all staff are supported through a strong supervision process as well as a variety of professional development opportunities offered throughout the year.

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:

Kindergarten: November 22nd

Grades 1-4: November 22nd

3. Provide parents with frequent reports on their children's progress.

Specifically, the school will provide reports as follows:

Reports will be sent home in the fall and spring, which describe the type of intervention, frequency and duration, the interventionist that will support the student and the student's specific goal/strategies. This information will also be reflected on the student report cards.

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

Parents will receive reasonable access to staff through provided classroom phone numbers, email and the Parent Portal on Infinite Campus when available. Additionally, parents may attend Parent/Principal Coffees to foster communication between the home and school. Parents are encouraged to contact the school and/or teacher to set up meetings as necessary so teachers, administrators and staff can support both students and parents.

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

Parents may volunteer and participate in their child’s class in a variety of ways. A parent may volunteer as a room mother/father, attend plays, musical productions or class presentations. Additionally, the West Irondequoit CSD offers Parent Visitation days at each school where parents may observe their child’s instruction throughout the course of a school day. Parents also have the opportunity to be a member of the School Based Plan committee, District Curriculum Council or Professional Development Plan Committee.

Parent Responsibilities

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

- *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 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.*

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)