

## School Parent Compact

Anning S. Prall Intermediate School 27, The Magnet School for Applied Learning with Technology Integration, 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 2010-2011.

### Required School-Parent Compact Provisions School Responsibilities

Anning S. Prall Intermediate School 27, The Magnet School for Applied Learning with Technology Integration, will:

- 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:
  - Anning S. Prall Intermediate School 27 will provide high quality instruction to all students. The school is divided into three Academies. Each Academy follows the city and state curriculum and scope and sequence for academic instruction area. Each Academy has an Assistant Principal, Dean, Guidance Counselor, and Academy Leader for student support to ensure the learning environment meets the needs of each student. In addition to content specific instruction, we also provide additional theme based and arts based learning opportunities. Our before and after school programs extend learning opportunities to our students.
- hold parent-teacher conferences 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 twice a year: November and February.
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Progress Reports are an interim report of success that is distributed in the middle of each marking period. Parents are notified if they should contact the school.
  - Report Cards are distributed 4 times a year.
  - ARIS Parent Link (APL) provides academic information about your child and your child's school.
  - Acuity assessment reports are available to parents online .
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
  - The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.
  - The School Leadership Team has 50% parent members.
  - The Parent Coordinator escorts parent visitors.
  - Chaperon school trips
- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- involve parents in the joint development of any School wide Program Plan (for SWP schools), in an organized, ongoing, and timely way.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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 (i.e. as per NCLB.)

## Parent Responsibilities

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

⇒ supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- providing an environment conducive for study;
- making sure that home is completed;
- monitoring the amount of television my children watch;

- ⇒ volunteering in my child’s classroom;
- ⇒ participating, as appropriate, in decisions relating to my children’s education;
- ⇒ participating in school activities on a regular basis;
- ⇒ 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.
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement;
- ⇒ attend monthly PTA meetings;
- ⇒ attend Parent Teacher Conferences.

**Student Responsibilities**

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

- Attain a Level 3 or 4 in all content areas.
- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give all notices and information received from school to my parents and guardians.
- Follow the behavior matrix as outlined in Prall Behavior Incentive System.

Name	Signature	Date
School Staff – Print Name		
Parent(s) – Print Name		
Student - Print Name		