

CAMBRIDGE ELEMENTARY SCHOOL

Parent and School Compact

The Cambridge Elementary Staff and the parents of the students participating in activities, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and 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 for the school year 2015-2016.

School Responsibilities:

The Cambridge 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:**
 - ❖ Target instruction according to readiness level.
 - ❖ Support student learning through research based computer programs utilizing Cambridge's computer labs.
 - ❖ Target students in need of enrichment through the Gifted Student Program (GSP) located at Cambridge Elementary School.
 - ❖ Students will be tested three times during the year using Reading Benchmark Tests, Scholastic Reading Inventory (SRI), and FAIR-FS assessments (FAIR-FS monitors early literacy skills).
- 2. 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:** October 26, 2015 and February 4, 2016.
- 3. Provide parents with frequent reports on their child's progress. Specifically the school will provide reports as follows:** September 17, 2015, October 19, 2015, November 19, 2015, January 8, 2016, February 12, 2016, March 17, 2016, April 27, 2016 and May 24, 2016.
- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:** Teachers will be available to parents on scheduled conference dates and upon a parent request for a conference either by phone or in person.
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:** Mentoring, help a grade or a class with the reading program, make copies, make centers, help with Picture Day, Hearing and Vision Screening, programs that reward positive behavior, and school wide events such as Field Day, Arts and Culture Night, and Title I Nights.

Parent Responsibilities

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

- ❖ Monitoring attendance/punctuality.
- ❖ Making sure that homework is completed.
- ❖ Monitoring the amount of time children spend watching television and using electronics.
- ❖ Volunteering in my 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 received by my child or by mail and responding, as appropriate.
- ❖ Communicate with the teacher and attend parent-teacher conferences.
- ❖ Encourage my child to read at home.

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:

- ❖ Read at least 30 minutes every day outside of school time
- ❖ Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- ❖ Complete homework in a thorough, legible, and timely manner.
- ❖ Comply with school wide expectations (RAPs) and procedures.
- ❖ Attend school regularly and be on time.
- ❖ Respect the personal rights and property of others.

ACCESSIBILITY 1118(f)

1. All information related to school and parent programs, meetings, activities, in the extent practicable, will be in an understandable format and will be available in other languages if requested by parents. Alternative formats will also be provided upon the request of parents with disabilities as needed. A staff member who speaks Spanish is available to teachers and staff to assist in communication with parents if needed.

ADOPTION

This Cambridge Elementary Magnet School Parent Involvement Plan/Compact has been revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parent Involvement Plan/Compact was revised at Cambridge Elementary Magnet School on August 20, 2015, and will be in effect for the period of the 2015-2016 school year.

Cambridge Elementary Magnet School will distribute this Parent Involvement Plan/Compact to all parents of participating Title I children and make it available to the community on or before October 13, 2015.

