

**West Islip School District
Udall Road Middle School**

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**SCHOOL-PARENT
COMPACT**

*Reviewed April 13, 2016
Udall Road Middle School Site-Based Management Team*

Parent Involvement Team
Udall Road Middle School Site-Based Management Team

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Overview

The Udall Road Middle 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 2016-2017 school year and will be reviewed annually by the building site-based team. Upon review, recommendations will be made to increase the effectiveness of the parental involvement policy and to improve the academic quality of the school.

School Responsibilities

The Udall Road Middle 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:**

The Curriculum Council is comprised of representatives of the K-12 instructional and leadership teams. The Curriculum Council works collaboratively to support the use of systemic processes of analysis, goal setting and implementation to demonstrate the District's commitment to continuous academic growth and achievement.

The purpose of the Curriculum Council is to review district curriculum to identify and prioritize curriculum initiatives that reflect current NYSED mandates, research, and to address the needs of the students and community. To accomplish this, the following goals direct the focus of the Curriculum Council:

- Establish a system of cyclical review of existing curriculum to assess effectiveness and need for revision through a Curriculum Review Cycle;
- Establish sub-committees and task forces to address specific curricular needs;
- Design and maintain a system in which all established curriculum documents and resources are available electronically, where appropriate, to all applicable instructional staff.

Building leadership and Department Directors conduct announced and unannounced observations of teachers that target preparation and planning, classroom environment, assessment and feedback, and professional responsibilities. Teachers participate in a comprehensive professional development plan to support best practices and content pedagogy.

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Close communication between home and school is an important factor in establishing a highly effective school program. Planned conferencing between parents and teachers is an important way to bring about understanding and close cooperation between the home and school. Close communication should be maintained through conferences with all parents, not just with those for whom the child's academic or other problems suggest the need for closer communication.

The school principal is responsible for encouraging cooperation of teachers and parents in helping to meet the educational needs of pupils. Parent-teacher conferences, parent-student-teacher conferences, and parent-principal conferences are encouraged methods. These conferences provide opportunity for open communication regarding administrative procedures, instructional programs, goals and objectives, and pertinent information regarding student progress. Teachers are encouraged to give after- or pre-school time for conferences when desirable.

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

Parents have 24/7 access to student performance through Infinite Campus, the District's student management system. Regular feedback is provided to all students directly from teachers. Progress reports are available electronically and are made available as a hard copy within five weeks (October 13, December 21, 2015; March 14, May 23, 2016) of each quarter. Report cards are distributed every ten weeks (November 16, 2015, February 12, April 18, June 24, 2016).

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

Faculty and staff are available via phone, notes, email and/or for scheduled meetings. In addition, each teacher provides 40 minutes of extra help per week. All teachers' extra help hours are posted outside classroom doors. Master extra help schedules are posted in high traffic areas of the school, and on the school's web page. Furthermore, many teachers post their extra help schedule on classroom eBoards.

School counselors meet with each eighth grade student and his/her parent to coordinate and plan the transition to the high school. In addition, school counselors organize team meetings both before and during the school day. Finally, parents of special education students meet annually with school staff to discuss how their child is performing in the regular and/or special education setting, to review their current placement, and make recommendations for the next school year.

A fifth grade orientation program provides parents with an overview of the sixth grade curriculum, an opportunity to understand the various roles of support staff, and tour the building. This event is separate and apart from the annual Open House. In addition, school counselors meet with every sixth grade student to review the academic program, and the support system at home. The annual Open House allows parents to follow their child's academic schedule and learn about the various courses in which their child is enrolled. Furthermore, the building conducts an annual parent-teacher conference night where parents may meet with teachers, or teams of teachers, to discuss their child's progress.

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

Parents are members of the school's shared decision-making team and, in that capacity, they meet monthly to discuss myriad areas that affect both the academic, social and emotional domains of the school. For example, parents have volunteered to participate in the Career Day Program. For this event, a small group of parents spoke with students regarding their career path during lunch. In addition, Udall Road Middle School conducted a cultural celebration to recognize the different cultures that make up the Udall student population. Members of the school, West Islip High School, and the Udall community participated in the event. Specifically, a local dance academy and Ninjitsu school participated in the event.

The Parent Teacher Association (PTA) works closely with the school administration for special events such as the moving-up ceremony, dances, and various fundraising events. Parents provide teachers and staff with a breakfast for teacher appreciation day. Members of the PTA participate in the Open House program and sixth grade orientation program by selling PTA memberships, spirit wear, and answering questions about their organization.

During PTA meetings, parents are instructed on the changes to the curriculum brought about by the implementation of the Common Core Learning Standards. Parents have been given workshops on the logistics of the parent portal system, have been instructed on the new Common Core assessments and have been given sample examinations to complete. Parents have the opportunity to observe the new expectations of their children so that they are able to assist them with homework. In addition, NYS assessment scores were reviewed in order to help parents develop an understanding of the school's strengths and weaknesses. Parents are encouraged to communicate with their child's teacher as they monitor their child's progress throughout the year. A teacher member of the PTA acts as a liaison to the building staff and provides formal reports at monthly meetings about events in the building.

The PTA participates in the eighth grade moving-up process. Parents decorate the gymnasium in preparation for the annual dinner-dance at the conclusion of the moving-up ceremony. The PTA purchases the moving-up certificate portfolios for each graduating

student. Parents are instrumental in selecting one male and one female award recipient for the PTA Award. This award is presented to students who demonstrate a commitment to the betterment of the school and community. Parent volunteers provide exiting eighth grade students and staff with a bagel breakfast on the last day of school.

Parent academies are offered on a variety of academic topics. For example, the West Islip School District ran workshops that focused on how parents can help their child become a better writer, how to create a vocabulary-rich environment at home, how to choose books for children based upon text complexity, providing parents with a perspective of the Dignity for All Students Act, how mathematical practices are shaping how our students learn, a deeper understanding of social studies practices, and how to use assessments to drive instructional decisions. In the 2015-2016 school year, Founder and Chairman of the International Center for Leadership in Education offered a workshop for parents on how they can prepare their children for the 21st century.

The students at Udall Road Middle School have an opportunity to attend the Youth Enrichment Services Program (YES) on a daily basis after school. The YES Program offers enrichment activities, tutoring services, study groups, and other recreational activities that are free-of-charge. School district transportation is provided for students who wish to partake in this community-based program. Representatives from the YES Program present at a PTA meeting annually to educate parents about the services provided. In addition, school counselors promote the YES Program to families in need.

In the future, Udall will be working to develop a Parent-Outreach Program where families will provide assistance to other families in need. One such activity will be to coordinate carpools to help the neediest students get to school so that instructional time can be maximized.

Parent Responsibilities

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

- Monitoring attendance
- Ensuring that homework is completed
- Monitoring amount of television children watch
- Volunteering in 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 from the school or the school district either received by my child, mail, School Messenger or through the district website 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 District School, Family and Community Partnership Committee
 - The District DASA Committee

Student Responsibilities

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

- Come prepared to school and ready to learn
- Do homework every day and ask for help when we need it
- Read at least 30 minutes every day outside of school time
- Give parents or the adult who is responsible for our welfare all notices and information received by me from my school every day
- Respect ourselves and others

School

Date

Parent

Date

Student

Date

Adapted from the Parental Involvement: Title I, Part A Non-Regulatory Guidance (April 23, 2004)