



DEBORAH M. VEREEN, Ed.D., Principal

FAIRLESS INTERMEDIATE SCHOOL  
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## **FAIRLESS INTERMEDIATE SCHOOL PARENT COMPACT**

*The **FAIRLESS INTERMEDIATE 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 school year: 2008-2009.*

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

The **FAIRLESS INTERMEDIATE 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:
  - A. Ensure that every child will grow, at a minimum, one year in the area of reading and mathematics
  - B. Each reading and mathematics teacher will develop a Personal Improvement Plan for each student; the principal will facilitate conferences with each teacher to review each plan as well as to provide relevant feedback
  - C. The fifth grade professional configuration will shift from self-containment to the instructional partner approach
  - D. Instructional time will be honored; bell-to-bell instruction will remain the professional building wide norm
  - E. The following historical summative and formative student performance data will be analyzed for each child inclusive of the past two school years in an effort to document performance trends: IRA/DRA (*for designated students*), Terra Nova, 4Sight Benchmark, DIBELS (*for designated students*), Otis Lennon, Reading (*Storytown*) Assessments, Mathematics Assessments, Skills Tutor Reports, and the Writing as well as Science PSSA. **Emphasis will be placed on the deep analysis of the Reading and Mathematics PSSA**
  - F. Two Grade Level Meetings will be held each month
    1. emphasis will be placed on synthesizing information about student performance using multiple sources of data including student work and developing as well as implementing instructional strategies that will grow children

2. **“Hot Lists” will be developed on a quarterly basis to facilitate the implementation of data informed instructional decisions; flexible grouping strategies will be consistently employed as a result; the root cause analysis approach will be student focused as well as teacher focused**
  3. **teachers will collaborate during these meetings**
  4. **special education teachers will meet with regular education teachers**
  5. **reading specialists, the guidance counselor, and special subject area teachers will attend these meetings**
  6. **each grade level will develop and submit to the principal an agenda and minutes**
  7. **the principal will attend each meeting**
- G. Teachers will be engaged in the highest quality professional development**
1. **teachers will participate in the staff development opportunities provided by the Woodland Hills School District during in-service sessions**
  2. **the principal will communicate professional development needs to the school district to facilitate the delivery of relevant supports**
  3. **teachers will grow continuously**
  4. **the principal and teachers will receive as needed support/training relevant to the implementation of the updated reading and mathematics series**
  5. **teachers will receive training relevant to the Adopt-An-Anchor process**
- H. The principal will provide the highest quality instructional leadership**
1. **make very frequent classroom visits and provide immediate informal feedback to teachers**
  2. **demonstrate lessons or arrange for the Distinguished Educator to do so for any teacher who requires that level of support, as needed**
  3. **utilize the updated Learning Walk data collection sheet during informal classroom visits (Learning Walks) and, again, provide each teacher with feedback/a copy of the document**
  4. **continue to engage each teacher in the Clinical Supervisory Model during one semester: the Pre-Conference, the Observation, and the Post-Conference**
  5. **facilitate various conferences with teachers during the school year relevant to instructional delivery**
  6. **relevant supports will be provided for teachers as needed**
  7. **a school wide Time Audit/Study will be facilitated to ensure the following:**
    - a.) **appropriate instructional time is devoted to reading and mathematics instruction**
    - b.) **the instructional techniques utilized during reading and mathematics reflects the highest quality**
    - c.) **the use of the “Free Gym Pass” for classroom will be eliminated**
  8. **utilize the Faculty Meeting as a professional development session facilitated by the principal**
    - a.) **this meeting will no longer include business related information infused with professional development, instruction, and so on information**
    - b.) **the regularly distributed agenda will elaborate on the business oriented information to allow for the inclusion of the professional development material**

c.) various professional develop themes deeply connected to student achievement will be presented by the principal

**I. Teachers will deliver the highest quality standards generated and challenging instruction**

1. research-based best instructional practices will continue to be utilized which will include and will not be limited to:
  - a.) the use of the writing strategies obtained by the AIU consultant and the Distinguished Educator
  - b.) the infusion of the Principles of Learning into instruction with emphasis on the following principles: Clear Expectation; Academic Rigor In A Thinking Curriculum; and Accountable Talk
2. all teachers will embrace the belief that all of the children he or she serves will meet while others will surpass the performance targets related to AYP
3. each teacher maintain a well-managed learning environment
4. continue to develop and submit a professional portfolio at the end of the school year
5. evaluate student work using the Reading and Mathematics PA Scoring Guide, teacher, and student developed rubrics; students are vital to this process
6. accentuate the Eligible Content as well Reading and Mathematic PSSA vocabulary words throughout instruction
7. use standards-based on-line instructional resource materials
8. synthesize PSSA practice tests, release tasks, practice materials, and teacher generated resources into instruction
9. teachers will engage in frequent MODELING
10. teachers will use information about student performance/data to guide instructional decisions; differentiation is vital to this process
11. the infusion of social studies into reading will be explored
12. all teachers will be held accountable for accentuating the components elaborated on above
13. each reading specialist will be relieved of cafeteria duty during the lunch sequence so that more time will be spent with students; each specialist will submit a weekly log to evidence her work with student and collaborations with teachers
14. all teachers will participate in the Adopt-An-Anchor building wide program; instruction will be aligned to the designated assessment anchors

**II. Each special education child will be welcomed into the regular education environment**

**A. The full inclusion model will be embraced:**

1. special education children will be integrated into regular education
2. co-teaching piloted in all grades levels

**B. The principal will request continued district wide support relevant to the professional development of all teachers involved in co-teaching as well as others who will be involved in the future; the building principal as well as the experienced co-teachers will provide training to the teachers in the piloted phase of this process**

**C. In serving as the LEA, the principal will ensure that:**

1. all special education teachers adhere to timelines and relevant procedures to the completion of mandated documents
  2. each IEP is completed in a compliant manner
    - a.) the principal use the IEP checklist
    - b.) the principal will continue to attend and remain at each IEP conference for the duration of the meeting
    - c.) the regular education teacher will continue to attend and remain at each IEP conference for the duration of the meeting
    - d.) the principal will monitor the adaptations and modifications that the regular education teacher(s) will make
  - D. The principal will model respect, acceptance, and affirmation for special education learners and the implementation of relevant/legal processes associated with these learners. All staff members will be accountable to doing the same.
  - E. The principal will work in a collegial manner with the Superintendent, Assistant Superintendent, and the Director of Special Education to ensure that the 100% inclusion vision/mandate is fulfilled in a timely and efficient
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:
- **Monday, November 10, 2008, 12.30 pm – 8:00 pm**
  - **Friday, March 6, 2008, 8:00 am – 3:30 pm**
3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
- **Quarterly report cards issued on: November 10, 2008; January 29, 2009; April 6, 2009; and June 8, 2009**
  - **The Daily Planner will be used as a daily communication tool to inform parents of the academic progress as needed**
  - **A Progress Report will be mailed to parents during the mid-term period or each grading quarter**
  - **Telephone calls and electronic mail will be utilized as needed**
4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
- **Parents are free to make an appointment to meet with the building principal, guidance counselor, reading specialist, or classroom teacher as desired at the school**
  - **Each grade level will have at least one "Home Gathering"**
  - **Teachers may opt to make Home Visits**
  - **The Parental Involvement Action Plan should be reviewed for additional details**
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:
- **Parents are free to make an appointment to visit any classroom for the purpose of making an observation by calling the administrative assistant or directly speaking to the classroom teacher; teachers are to be given advanced notice of one day**

- Teachers will communicate volunteer and participation opportunities to parents in a written letter or orally during formal and/or informal meetings

### **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.*



### **OPTIONAL ADDITIONAL PROVISIONS**

#### **Student Responsibilities**

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

- *Do my homework every day and ask for help when I need to.*
- *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.]*

#### **Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)**

The **FAIRLESS INTERMEDIATE 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 school wide 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. 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.
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).

### **Optional School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the **FAIRLESS INTERMEDIATE SCHOOL** will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A

programs is provided to parents of students and to appropriate private school officials or representatives.

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School

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Parent(s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date