

HELLGATE ELEMENTARY K-2 BUILDING SCHOOL – PARENT COMPACT

Hellgate Elementary, Building #2 (K-1 Building), will provide high-quality curriculum and instruction. We begin this process by adhering to a curriculum cycle and accompanying teacher training. There are major components of evaluating, adopting new, and reassessing curriculum to align with standards. Each subject area is evaluated once every five years. Teams of educators, from our district, and many of the other schools in the area come together to first review the existing curriculum and vast amounts of current research prevalent to that specific subject area. The committee revises and adds new information to the curriculum. They also create a scope and sequence and evaluate instructional materials pertinent to each grade level. The team reviews the current curriculum available from selected textbook companies. They match this material with our goals and objectives with careful attention to what will be the best match for the curriculum that will be adopted by the member schools. The team looks at teacher training opportunities and makes suggestions to the administration but most often training is arranged by the district administration, with the guidance of the adopted textbook publishers.

Staff attends in-service in many different areas each school year. We always train staff in new adoptions but frequently many other areas are addressed. For example, we provided in-services in the following areas this year:

- using the new phone system
- Smart Boards/clickers
- H1N1 and other diseases
- Map for Primary
- Cornerstone
- Direct Instruction – math/reading
- Occupational Therapy – services available and suggestions for working with students.
- Real-Time Evaluation of Academic Progress (targeting math)
- Pacing guides (review and revising for second grade, creating new ones for first grade)
- Review and revision of our K-2 report cards (to take place in July)

Training is provided in the most appropriate setting. Frequently, substitutes are hired to cover the classrooms while the staff attends training. Some of the training is conducted at the T.E.S.T office. Some of our in-service is conducted during our staff meetings and other times we use the Thursday early release days. The grade level teams meet and align plans for curriculum delivery (the pacing guides have made a big hit in this building).

Parent teacher conferences are scheduled at the same time for buildings one and two. This makes it much easier for the parents with children in both buildings. The conferences have been moved back to evening timeslots – at the request of our parents. This year the fall conferences will be November 18th and 22nd. The spring conferences will be April 19th and 21st.

We provide parents with report card and accompanying information explaining the grading system. We also send the MAP tests and information explaining the tests in the spring. We have two personal conferences with parents each year but are always willing to talk with parents about concerns or explain curriculum, when they have questions and class procedures. The staff members have websites and these sites share information about each specific classroom. We also make good use of our new school information system. About once every six weeks (or when a particular need arises) we make a call that goes to every home in the district – just this building's parents if I make the call and all contacts if the call comes from administration. We send home weekly calendars and information updates. These notices always come on Thursday so our parents know to check backpacks on that day for sure.

Staff members are always willing to consult with parents and ask questions. We like to have appointments for these visits but the staff members make an effort to accommodate all the requests for visits that are just on the spot. If they can't talk with a parent, on the spot, the teacher will send them to me or to our counselor.

We have a very strong parent volunteer group. There are many parents working in the building every day. At the beginning of the school year we send home letters inviting the parents to become a part of the parent volunteer group. If they are interested, they complete the necessary paperwork and the teacher helps them schedule the times they will be working in the classroom. Some parents come very often and some are just available one project at a time basis. Some even work on projects at home. Occasionally we send letters asking for a group of volunteers, for example our track meets, and class parties. We do a tremendous amount of teaching in the center approach. This type of teaching requires more people to help the children work through each center area – volunteers are a wonderful help in this instructional model.

Parents are welcome to observe in the classroom whenever they want to do so. We ask that they clear this with me and I set it up with the teacher. Often, we have groups of teachers from other schools observing. If this happens I put out an email telling the staff that we will have guests in the building.

We also have a number of Foster Grandparents working with the students each day – a tremendous help to the staff because they are here every day so not only do we have the help but it is consistent and they know the routine and procedures. It is like having another teacher in the classroom.

Julia McCarthy-McClaverty
Principal, K-1 Building
Hellgate Elementary

REQUIRED SCHOOL - PARENT COMPACT PROVISIONS

School Responsibilities

Hellgate Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Montana's student academic achievement standards as follows:

Hellgate Elementary grades K-2 uses a series of pacing guides as well as pre and post tests integrated with a Classroom Performance System (CPS clickers) allowing Title 1 and classroom teachers to have an up-to-the-date data analysis of student progress. This approach is coupled with the use of a technologically advanced Cornerstone E-learning program which supports an effective learning environment. This provides both Title 1 and classroom teachers with a plethora of instructional options to help align curriculum with state and national standards.

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:

Parent teacher conferences are held twice each school year. This provides parents an opportunity to visit with Title 1 and classroom teachers about their child's individual achievement both in the fall and in the spring.

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

Through the use of School Master's Passport online system, parents can access their Title 1 child's academic progress anywhere in the world at any time. Hellgate Elementary also utilizes a dedicated server (similar to Moodle) which provides a link from the district's website to classroom assignments and activities as well.

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

All Title 1 faculty members have email capability as well as CISCO phone messaging allowing for instant consultation with parents at any time. In addition, through open houses, parent teacher conferences and designated meetings Title 1 staff are always available for consultation with parents.

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

Hellgate Elementary grades K-2 Title 1 teachers encourage parents to participate as volunteers in the school. Title 1 parents are welcome to volunteer, observe and/or participate in classroom activities. In the past one out of ten parents was a volunteer and the school was noted in a Northwest Evaluation Laboratory journal article.

Parent Responsibilities

Hellgate Elementary believes in the following with respect to parent responsibilities.

1. *Hellgate Elementary grades K-2 Title 1 faculty and staff encourage parents to monitor their child's attendance. Each day, office staff members call parents of absent and/or tardy students to check on attendance. In addition, letters of notification are sent to parents if attendance becomes an issue.*
2. *Title 1 staff work with teachers to ensure homework is scheduled, compacted and/or completed on time.*
3. *Through various speakers, parent nights, brochures and other communications Title 1 parents are encouraged to monitor the amount of television and Internet used by students.*
4. *Information is sent via notices to parents encouraging them to become parent-aide volunteers. Often times, Title 1 faculty make calls to parents inviting them to visit their child in school.*
5. *Through Student Assistant Team (SAT) meetings, Title 1 faculty and staff provide parents with information and ideas on how to make important decisions relating to their child's education.*
6. *Title 1 staff members confer with parents on extracurricular activities provided via community services. Hellgate Elementary works closely with YMCA and other community-based youth organizations.*
7. *Classroom teachers work closely with Title 1 faculty to make sure students are getting notices home in a timely and efficient manner and that the notices are read and acted upon.*
8. *Hellgate Elementary involves Title 1 parents in goal and mission building through advisory committees, PTA and SAT groups as well as scheduling parent meetings when necessary.*

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

Hellgate Elementary 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 Montana's 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).*