

School-Parent Compact

SCHOOL-PARENT COMPACT

The Lower Cape May Regional High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Educations 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 2012/2013

School Responsibilities

The Lower Cape May Regional High School will:

- A. 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) Supplemental instruction in the area of mathematics will be provided during the related arts cycle, and supplemental instruction in the area of language arts will be provided during period 8.
 - b) Small Title 1 class sizes will allow the teachers to work closely with the students, monitor their progress, and customize the program to best meet their specific learning needs.
 - c) Additional programs such as after school help and family workshops will be offered during the school year.
- B. Hold parent-teacher conferences and discuss this compact as it relates to your child.**
 - a) Parent teacher conferences can be arranged at anytime during the school year by contacting the Guidance Office.
- C. Provide parents with frequent reports on their children's progress.**

Specifically, the school will provide reports as follows:

 - a) Power School online grading with grades that are updated weekly
 1. Parents who do not have computer access can request for the Guidance Department quarterly progress reports to be mailed home.
 - b) Individual student instructional plans
 - c) Bi-Monthly Title 1 news letter accessed from the school's web page

- D. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
- a) Back to School Night
 - b) By phone during school hours
 - c) Via e-mail
 - d) Parent-Teacher conferences

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed
- 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.

Student Responsibilities

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

- Do our homework every day and ask for help when needed.
- Try my best at all times.
- 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.

The Lower Cape May Regional High School will:

1. 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 invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
2. 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.
3. 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.
4. At 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.
5. Provide to each parent an individual student report about the performance of their child on the State assessment in math.
6. Provide each parent timely notice when their child has been assigned or has been taught 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).

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date