

HEMPSTEAD SCHOOL DISTRICT 2021 - 2022 SCHOOL-PARENT COMPACT

The David Paterson Elementary School, an IB World School and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A agree that this compact outlines how the parents/guardians, 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.

The school-parent compact is in effect during the 2021 - 2022 school year.

REQUIRED PROVISIONS:

****By including all of the following "Boded" items, you will have met the Title I, Part A School-Parent Compact Requirements. ****

School Responsibilities

The David Paterson 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:**

David Paterson School has recently been authorized as an IB World School offering the Primary Years Program. Here at David Paterson School, we have Grades 1-6 in a variety of classroom settings where our dedicated teachers deliver an integrated curriculum that fosters creativity, teamwork, and independence. On every grade level we have regular education class(es), a bilingual class, and an Integrated Co-Teaching (ICT) class. We provide a safe and nurturing environment with opportunities for intellectual, emotional, and social growth. We celebrate each child as an individual. Our school motto is Every Child, Every Chance, Every Day!

Our school culture places a high emphasis on action. Action comes from all members of our school learning community including our students, parents, and staff. Our students are encouraged to nurture their natural curiosity by asking meaningful questions and discovering answers. This leads to strengthening critical thinking skills and the development of a love for learning. Promoting student voice and choice has now made David Paterson the home away from home for our students. Students take responsibility for various activities such as participating in the design of learning spaces as well as the learning opportunities that occur within those spaces, modeling and reflecting on the Learner Profiles, participating in and or leading conferences, and joining various clubs or after school programs. Our Student Ambassadors work collaboratively to plan, organize, implement, and represent our school at school events and in the community. They serve as role models for all students and promote global mindedness.

When we reflect on the systems, we have in place they are modified based on the feedback we get from parents, students, and staff. We value connections, collaboration, and communication from all stakeholders whether it be participating or volunteering at a schoolwide event, joining a club or after school program, partnering with a local organization, viewing our school website, or reading our school newspaper, school brochure, or parent handbook, creating essential agreements or celebrating student achievement each month. We have formed strong bonds with our families as 50% of our teachers looped with their class this year. It has increased our parental support and afforded students and parents to develop relationships inside and outside of school.

The teaching and learning schedules reflect various blocks of learning including a SEL Block, Literacy Block, Transdisciplinary Block, Math Block, and RTI (Response to Intervention). Due to the pandemic, it is important for our clinicians to be proactive and introduce SEL lessons monthly. There are numerous committees to assist, for instance RTI, IB, Data Team and Instructional support team.

Our curriculum aligns to New York State's Common Core Learning Standards. We are transitioning to Next Generation Standards. We provide English Language Arts and Mathematics instruction using Eureka Math and My View Reading Program. Teachers have been trained to use data to drive instruction. At David Paterson School, students are assessed on standards and teachers analyze the data to decide which standards or interventions are needed.

Through use of a transdisciplinary approach to learning, we create a yearly Program of Inquiry. Our Program of Inquiry (POI) is the result of ongoing collaboration among the instructional staff at David Paterson School. We develop, implement, and assess our Program of Inquiry through Units of Inquiry. The Program of Inquiry framework is developed at every grade level from 1-6, where students explore six units of inquiry (UOI) that range between 4-6 weeks. Throughout the units of inquiry, students inquire into and develop an understanding of concepts and issues on a local, national, and global significance.

Each Unit of Inquiry is organized around the following essential elements:

1. Transdisciplinary Theme - Each of the six (6) transdisciplinary themes contain ideas of global significance and uses a transdisciplinary approach to learning where, concepts, skills, attitudes, and actions are connected to real world context to develop students' knowledge and understanding.
2. Central Idea - The central idea is relevant to the overall theme and is developmentally and academically appropriate. It is an enduring understanding that students develop throughout the unit.
3. Lines of Inquiry - The lines of inquiry clarify the central idea, focus student inquiries, and help deepen understanding.
4. Key and Related Concepts - These concepts are embedded into the central idea and lines of inquiry. They help deepen student understanding and provide students the opportunity to make connections throughout their learning, from one subject area to another and between school and the outside world.
5. The Learner Profile- The learner profile implies a commitment to help all members of our school learning community learn to respect themselves, others, and the world around them. We focus on two learner profiles that are most connected to our unit,

however each of the ten learner profiles are recognized every day to promote global citizens of the 21st century.

Our Program of Inquiry is a curricular pathway to learning and is referred to as a “living document” to account for reflection and change. Our single-subject teachers, including Art, Music, Physical Education, FLES, and Educational Technology, integrate relevant aspects of the Learner Profile Attributes and Key and Related Concepts, while integrating learning and inquiry opportunities based on the grade-level inquiry units where possible. Our instructional staff reviews and revises our Program of Inquiry to account for changes in state standards, curriculum resources, and reflections in the learning and teaching process to best meet the needs of our students. This collaborative planned learning reflects the Next Generation Learning Standards /Common Core Learning Standards and application of knowledge, skills, and concepts in the subject areas of language, social studies, mathematics, science and technology, arts, and personal, social, and physical education. The six transdisciplinary themes in our Program of Inquiry promote the attributes of the IB learner profile and engages students in developing the transdisciplinary skills including social skills, thinking skills, research skills, self-management skills, and communication skills. Our Program of Inquiry aligns to both our school mission statement and the International Baccalaureate Organizations mission statement.

Our goal is to build the whole child through authentic and enriching experiences that lead the way for our students to become productive and successful citizens in our global society. David Paterson School is a great place for all stakeholders to work and learn.

2. We 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.

a. Parent Teacher Conferences:

- a. November 22, 2021
- b. February 7, 2022
- c. May 4, 2022

3. Provide parents with frequent reports on their children’s progress.

- a. November 22, 2021 – Parent Teacher Conference – Report card given to parent
- b. February 7, 2022 – Parent Teacher Conference – Report card given to parent
- c. May 4, 2022 – Report Cards mailed to parents.
- d. June 24, 2022 – Report Cards distributed to students.
 - a. 6th grade progress reports
 - i. **October 22, 2021 – sent home with students**
 - ii. **12/23/21 – sent home with students**
 - iii. **3/18/22 – sent home with students**

4. Provide parents reasonable access to staff.

Parents have access to our staff when making appointments to meet with classroom teachers and/or support staff. In addition, the administration team is available to meet with parents regarding any concerns on their child's progress. We also have a Community Director who is also available to meet with parents.

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

Due to the pandemic volunteers have been limited due to social distancing. As we are reopening our doors to the community, parents are welcome to visit and volunteer. The Community Director will begin to survey parents to assess the committees they would like to join in the school. Parents are always encouraged to support their children at home with the help of assignments from the classroom teacher.

Parent Responsibilities

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

- Promote a "growth mindset" for learning.
- Monitor and promote attendance in school.
- Ensure that homework is completed in a timely manner.
- Monitor amount of television and online activities.
- Participate, as appropriate, in decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education by reading all notifications from the classroom teachers, other school staff, and building administrators, as well as from the Superintendent, and updates from the Board of Education.
- Attend Meet the Teacher Night, Parent Teacher Conferences, Parent Workshops, and other school-wide family activities.
- Familiarize ourselves with our schools' mission and philosophy, school brochures, policies, and newspaper, program of inquiry, and Parent Handbook.
- Model and demonstrate the learner profile attributes.
- As a Leader in Me school, use the language of the 7 Habits from Leader in Me to nurture and develop your child's life ready leadership skills at home.
- Regularly review the district/school websites

Student Responsibilities:

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

- Come to school each and every day ready to learn with a "growth mindset".
- Take responsibility for my learning, attitudes, dispositions and behaviors as a student and member of the school community.
- Model and demonstrate the attributes of the learner profile.

- Apply the transdisciplinary skills of communication, research, self-management, social, and thinking skills.
- Reflect on our actions, goals, and work.
- Be partners in learning by creating a class mission statement, essential agreements, and be accountable for leadership roles.
- Create a portfolio that demonstrates my learning throughout the PYP.
- Complete assigned homework every day and ask for help when I need it.
- Read every day outside of school time.
- Provide my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- The exiting grade will participate in an exhibition project.

Additional School Responsibilities:

The David Paterson 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 schoolwide 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.**
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.**

