

HEMPSTEAD SCHOOL DISTRICT 2021 - 2022 SCHOOL-PARENT COMPACT

Barack Obama Elementary School, an IB PYP school and the parents of the students participating in activities, services, and programs funded by Title I, Part A 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.

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

Barack Obama 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:**

Barack Obama Elementary School, an IB PYP School, supports all scholars in a caring environment established by staff members who acknowledge the potential in all scholars. Scholars learning experiences challenge and develop academic excellence and promote their social and emotional growth. A dedicated faculty and administrative staff work collaboratively with the district, parents, community, and partners to provide curricular and extra-curricular experiences which actively engage scholars.

Our curriculum aligns to New York State's Common Core Learning Standards and Next Generation Standards. We provide engaging standard-based instruction and inquiry-based instruction in all subject areas. Our scholars explore six transdisciplinary themes during the academic year: Who We Are, Where We Are in Time and Place, How the World Works, Sharing the Planet, How We Organize Ourselves and How We Express Ourselves.

If scholars are not engaged in an inquiry-based lesson, they are participating in direct instruction utilizing the Workshop Model and the Gradual Release Model. The Workshop Model allows the teacher to provide explicit instruction to the entire class. During instruction, the teacher models or demonstrates the strategy for mastery or understanding based on the state standard or its sub-skill. The teacher demonstrates a comprehensive or mathematic strategy, including his/her thinking or thought process for attaining the understanding or solution to the problem(s). Immediately after the modeling, the scholars then have an opportunity to try the strategy or construct a solution with a partner. While the scholars are trying the strategy or engaging in a conversation about their thinking, the teacher utilizing low inference observation to

assess whether the scholars obtained a level of understanding to transition them to group or independent work. During group work time, the scholars have the opportunity to enter into discourse or conversations with their classmates about the mathematical problems or their thinking about a character, the theme, the author's purpose, or other reading standards. The scholars could also work independently on problem solving tasks, or engage in independent reading to develop their stamina for reading and reading comprehension. Scholars engage in one-on-one conferences with their teacher and participate in small group conferences such as a Guided Reading group, a teaching approach designed to help individual students learn how to handle a variety of difficult text or a strategy group. Once scholars have completed their independent or group work, the scholars then share their work with the class. This could include a new strategy, a new thinking, or a reiteration of the strategy applied.

Moreover, we employ a Balanced Literacy approach to instruction. Scholars in grades 1 and 2 receive phonemic awareness instruction utilizing Foundations and MyView, a research-based curriculum grounded in systematic, explicit instruction of phonics, word knowledge, fluency and phrasing.

In our Writer's Workshop, scholars read rich literature and emulate the style of the mentor author crafting their own piece. Our scholars experience writing in the various genres broadening their understanding of the writing process, drafting, revising, editing, publishing, and celebrating.

Our Science and Social Studies curriculum is Inquiry based. During Science instruction the scholars address an Essential Question and design experiments to address the question. During Social Studies, scholars gain an understanding of community, family, culture, diversity, and pertinent events in history as they explore or challenge theories, causes of wars and historical experiences. Scholars will recognize different point of views, create maps to represent landforms and locations, present oral and written information. Most importantly, scholars learn to work collaboratively.

In mathematics, our students are gaining a conceptual understanding of mathematics through Eureka Math, manipulatives, Math talk and reflecting on their assessments. Scholars monitor their progress in math and literacy, setting goals every quarter, and reflecting on their growth.

Scholars are encouraged to not only reflect on their academic growth but their social and emotional growth. Scholars participated in Steven Covey's Seven Habits – Leader in Me programs to cultivate their leadership skills.

2. Parent Teacher Conferences will be held on Monday, November 22, 2021, Monday, February 7, 2022, and Wednesday, May 4, 2022.

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

Parents will be informed quarterly of their child's progress. Report cards and Progress Reports will be mailed at the end of the quarter.

Dates: Tuesday, November 23, 2021

Tuesday, February 8, 2022

Thursday, May 5, 2022

4. Provide parents reasonable access to staff.

Parents will be able to consult with staff remotely via zoom. Parents will schedule a time to meet with staff based on the teacher's, administrative, and/or the parent's schedule. Meetings can also be held in-person for parents who are vaccinated.

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

Parents may volunteer to participate in field trips and classroom celebrations. Parents who are vaccinated can observe classroom activities such as the IB Celebration and Exhibition. Parents can volunteer to be part of the Parent Teacher Organization.

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 Principal and Superintendent, updates from the Board of Education, the PTA and regularly review the district/school websites for District-wide.

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:

- Take responsibility for my learning, attitudes, dispositions and behaviors as a student and member of the school community.
- Come to school ready to learn with a "growth mindset".
- 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.

Additional School Responsibilities:

Barack Obama Elementary 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.**