

**Clarksville High School
Home/School Learning Compact**

Student Name: _____ **Grade:** _____ **Date:** _____

Parent/Student/Teacher/Principal Compact

The administration, teachers, support staff, and parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how we 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.

School Responsibilities

We, the administration, teachers, and support staff will support our children's learning in the following ways:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet the State's student academic achievement standards through proven programs such as Literacy Lab, double blocked geometry classes, and reading classes. Teachers and support staff will receive professional development related to these programs and other best instructional practices annually.
- 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 at the mid-point of the first and third nine weeks.
- Provide parents with frequent reports on their children's progress. The school will provide progress reports at the mid-point of the second and fourth nine weeks. Additionally, a principal's newsletter will be sent home with each student monthly. Information and activities that parents can utilize at home to help improve student achievement will be included. Information will also be printed in Spanish. The staff will encourage two-way communication with families, homes, and community through personal contacts, phone calls, e-mails, and letters parents sign and return to the teachers.
- Provide parents reasonable access to staff. The staff will encourage two-way communication with families, homes, and community through personal contacts, scheduled conferences requests by either the parents or the teacher, phone calls, e-mails, and letters parents sign and return to the teachers.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through the volunteer program.

Teacher Agreement

It is important that students achieve. Therefore I shall strive to do the following:

- ___ Provide appropriate and meaningful homework assignments for students.
- ___ Provide necessary assistance to parents so that they can help with the assignments.
- ___ Encourage students and parents by providing information about student progress.
- ___ Use special activities in the classroom to make learning enjoyable.

Signature _____

Principal Agreement

I support this form of parent involvement. Therefore, I shall strive to do the following:

- ___ Provide an environment that allows for positive communication between the teachers, parents and students.
- ___ Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

Signature _____

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.

- 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. 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.
- 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. 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. 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).

Parent/Guardian Agreement

(Any person who is interested in helping this student may sign in lieu of the parent.)

I want my child to succeed. Therefore, I will encourage him/her by doing the following:

- ___ See that my child is punctual and attends school regularly.
- ___ Support the school discipline policy.
- ___ Establish a time for homework and review homework regularly.
- ___ Provide a quiet, well lighted place for study.
- ___ Encourage my child’s efforts and be available for questions.
- ___ Stay aware of what my child is learning.
- ___ Provide a library card for my child.
- ___ Read with my child and let my child see me read.

Signature _____

Student Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- ___ Attend school regularly.
- ___ Come to school each day with pens, pencils, paper and other necessary tools for learning.
- ___ Complete and return homework assignments.
- ___ Observe regular study hours.
- ___ Conform to rules of student conduct.

Signature _____