

Title I School and Home Compact
Essex Junction School District
Summit Street School, Hiawatha School, Thomas Fleming School,
and Albert D. Lawton Intermediate School

The Essex Junction School District's four **Title I Targeted Assistance** schools and the parents of the students participating in targeted assistance activities, services, and programs funded by Title I agree with this compact's guidelines for sharing responsibility for improved student academic achievement. By building and developing this partnership, we will help students in the program make progress in meeting rigorous, identified standards.

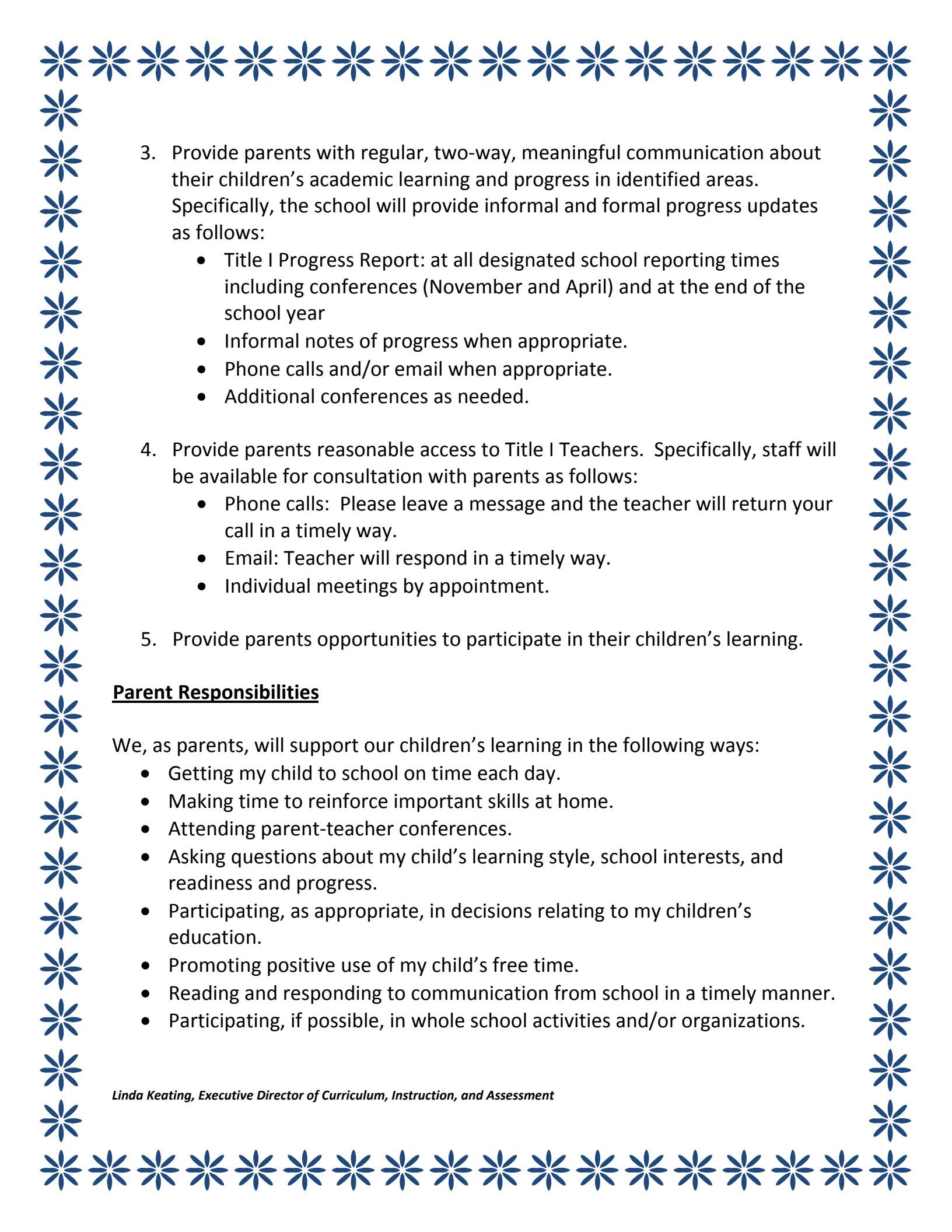
This ***School and Home Compact*** is in effect during any time your child participates in targeted assistance activities, services, and programs federally funded under Title I.

School Responsibilities

Each of the four schools within the Essex Junction School district will:

1. Provide high-quality curriculum and instruction in a supported learning environment that enables children to meet identified academic achievement standards as follows:
 - Provide curriculum and supplemental instruction at an appropriate level.
 - Provide differentiated methods of instruction.
 - Use research-based methods and standards-based curriculum.
 - Clearly articulate the essential standards, benchmarks, and indicators.
 - Provide best-match learning environments based on student need.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:
 - In conjunction with the District calendar (published on the school's website and in the student handbook) dates for parent-teacher conferences held twice a year.

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3. Provide parents with regular, two-way, meaningful communication about their children’s academic learning and progress in identified areas. Specifically, the school will provide informal and formal progress updates as follows:
 - Title I Progress Report: at all designated school reporting times including conferences (November and April) and at the end of the school year
 - Informal notes of progress when appropriate.
 - Phone calls and/or email when appropriate.
 - Additional conferences as needed.
 4. Provide parents reasonable access to Title I Teachers. Specifically, staff will be available for consultation with parents as follows:
 - Phone calls: Please leave a message and the teacher will return your call in a timely way.
 - Email: Teacher will respond in a timely way.
 - Individual meetings by appointment.
 5. Provide parents opportunities to participate in their children’s learning.

Parent Responsibilities

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

- Getting my child to school on time each day.
- Making time to reinforce important skills at home.
- Attending parent-teacher conferences.
- Asking questions about my child’s learning style, school interests, and readiness and progress.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s free time.
- Reading and responding to communication from school in a timely manner.
- Participating, if possible, in whole school activities and/or organizations.

Linda Keating, Executive Director of Curriculum, Instruction, and Assessment

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Chittenden Central Supervisory Union