



HENDRICK HUDSON CENTRAL SCHOOL DISTRICT

JOSEPH E. HOCHREITER
Superintendent of Schools

ENRIQUE CATALAN
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LAURA G. NEIER
*Executive Director of
Educational Support Services*

MARGARET RULLER, Ed.D.
*Executive Director of
Curriculum and Instruction*

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*Executive Director of
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SCHOOL PARENT COMPACT - TITLE I

School-Parent Compact for Learning

The five schools that comprise the Hendrick Hudson School District, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

School administration will ensure that RTI plans for individual students are implemented with fidelity. They will monitor overall student performance (achievement and growth) at the school, grade and individual classroom level with the goal of increasing the percentage of students scoring at the mastery level and decreasing the number of students scoring below state and local standards. Multiple measures of student learning will be utilized to determine whether students are meeting State learning standards in English Language Arts and mathematics. Data for individual students will be analyzed to determine achievement against comparable students in their school, region and throughout the State. Growth will be measured as an improvement against his/her own prior performance and/or personalized academic goals.

This school-parent compact is in effect during the 2019-2020 school year.

School Responsibilities

- The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards (required)
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
 - frequent reports to parents on their children's progress;
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. (required) (*ESSA, Section 1116(d)(1-2)*)
- Treat each child with dignity and respect
- Strive to address the individual needs of the student



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- Acknowledge that parents are vital to the success of child and school
- Provide a safe, positive and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

Parent Responsibilities

As parents, we 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 my child's 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 Teacher, Principal, and Superintendent.

Student Responsibilities

As students, we will share the responsibility to improve our academic achievement 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.

School (Principal Signature)

Date

Parent Signature

Date