

Summersill Elementary School

*Approved
6-30-19*

**Schoolwide Title I Program
Application & Planning Document
2019-2020**

**Due to Title I Office
By June 15, 2019**

**Dwayne Snowden
Director of Federal Programs**

**Tanya Smith
Administrative Assistant**

**Elementary and Secondary Education Act
TITLE I APPLICATION - 2019-2020
IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED**

School Name:	Summersill Elementary School
Mailing Address:	250 Summersill School Road
Contact Person:	Jerome Gidrey
Title:	Principal
Telephone Number:	910-455-2672

CERTIFICATION

Summersill Elementary School hereby applies for a grant of federal funds to provide instructional activities and services to help disadvantaged children meet high standards as set forth in this application.

I HEREBY CERTIFY that to the best of my knowledge, the information contained in this application is correct; the school named above has authorized me as its representative to file this application; and such action is recorded in the minutes of the school's meeting held on May 29, 2019. (Month/Day/Year)

STATEMENT OF ASSURANCES

Assurances are hereby provided to the Local Education Agency (LEA) that Summersill Elementary school will:

1. make provisions to implement schoolwide programs in accordance with section 1114.
2. use Federal funds under this part to supplement not supplant State and local funds.
3. comply with comparability requirements specified in section 1114.
4. maintain and account for property and equipment purchased under this title consistent with the requirements of GEPA.
5. be responsible for repayment of Title I funds in the event of an audit exception. (GEPA)
6. incorporate this plan into the school's Strategic Plan.
7. ensure that the comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and will conduct a comprehensive needs assessment in accordance with ESEA section 1114 (b)(6).
8. make provision that through the needs assessment, it will consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114 (b)(2))
9. attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (ESEA section 1114 (b)(2))
10. prepare a comprehensive schoolwide plan that describes how the school will improve academic achievement throughout the school, but particularly for the lowest achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA Section 1114 (b)(7))
11. make sure that the schoolwide plan includes a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students, particularly the lowest achieving students (ESEA section 1114 (b)(7)(A)(i)(iii))
12. ensure the plan contains descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114 (b)(7)(A)(ii)).
13. ensure that the plan results in progress towards addressing the needs of the school and include benchmarks for the evaluation of program results.
14. evaluate the schoolwide plan annually, using data from the State's assessments, other student performance data,

and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students. (ESEA Section 1114 (b)(3))

15. annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA Section 1114 (b)(3))

Jerome Gidrey
Name of Principal (please print)

Jerome Gidrey
Signature of Principal

6-4-2019
Date Signed

Dorcas Brown
Onslow County Director of Federal Programs

6-30-19
Approval Date

SEC. 1118. PARENT AND FAMILY ENGAGEMENT

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a **written parent and family engagement policy, agreed on by such parents**, that shall describe the means for carrying out the requirements of subsections (c) through (f).

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), **each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact** that outlines how parents, the entire school staff, and 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 to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television

watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) 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;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) **BUILDING CAPACITY FOR INVOLVEMENT-** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

(1) **shall** provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) **shall** provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) **shall**, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) **shall** ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) **may** involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) **may** provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) **may** pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) **may** train parents to enhance the involvement of other parents;

(10) **may** arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) **may** adopt and implement model approaches to improving parental involvement;

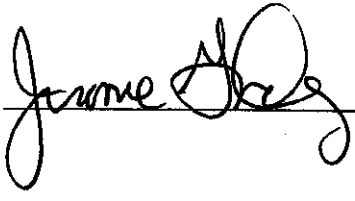
(12) **may** establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) **may** develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) **shall** provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) **ACCESSIBILITY-** In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

An assurance is hereby provided to the Local Education Agency (LEA) that the School will ensure that each of the required components referenced above shall be included in the School Parent Involvement Policy.

Principal Signature: 

Date: 6-4-19

Title I Staff Positions and Program Organization

School: Summersill Elementary

Salaried Staff Positions (include teachers, assistants, and any other employee whose pay is based on the salary schedule)

Name	Position (see below)	Percent Employed	Grade(s) Served	Setting (see below)	Description of Duties (see below)
Rosemary McGabhey	Reading Teacher	100%	K,1,2	PO	Small group instruction for 23-27 at-risk students for 30 minutes a day, 5 days a week, using Leveled Literacy Intervention.
Rachel Hall	Reading Teacher	100%	K,1,2	PO	Small group instruction for 25-30 at-risk students for 30 minutes a day, 5 days a week, using Leveled Literacy Intervention.
Crystal Stevenson	Reading Teacher	50%	K-5	PO/IC	RTA remediation as needed for identified 3/4 students. Avid implementation for 3-5 students. Provide remediation for at-risk students.
Crystal Stevenson	Title I Coach	50%	K-5	-	Reading and Math coach for classroom teachers. Model effective instruction, locate and develop resources for classroom use, provide professional development, observe and coach teachers in refining their practice.

*Positions should not contain Title I in the position name. Examples of possible positions include classroom teacher, resource/enrichment teacher, reading teacher, math teacher, teacher assistant, literacy/instructional coach, etc.

**To fill a staff position, please refer to the procedures in the Title I administrative handbook located in public folders.

***Please note, a job description must be on file in the Title I office for each position listed.

Project Settings:

PO Pull-out
 IC In class
 Rep Replacement
 CSR Class Size Reduction
 E Extended Learning
 O Other

Title I Staff Positions and Program Organization

School: Summersill Elementary

Part-time/Hourly Positions (includes tutors and all other employees paid by the hour)

Name	Position (see below)	Hour per Week	Hourly Rate	Grade(s) Served	Description of Duties (see below) (if not employed for full year, please include start date)
N/A					

***Positions should not contain Title I in the position name. Examples of possible positions include reading tutor, math tutor, and parent liaison.**

****To fill a staff position, please refer to the procedures in the Title I administrative handbook located in public folders.**

*****Please note, a job description must be on file in the Title I office for each position listed.**

******Please remember, all hourly employees must complete and submit a monthly time sheet.**

Spring Needs Assessment

1. Please list the top three prioritized areas of need identified in the Spring Needs Assessment that are addressed in the 2019-2020 Title I Application and Planning Document.
 - First Grade Reading Initiative using Fountas and Pinnell Leveled Literacy Intervention (LLI) is a countywide initiative and will continue to be a priority. In addition, lost instructional time due to Hurricane Florence during students' kindergarten year (18-19SY) has increased the need for early intervention at the first grade level, as evidenced by a breakdown of MClass data (53% red/yellow).
 - Core instruction of ELA standards in grades K-5
 - RTA for 3 / 4 students
 - Our school will focus on guided reading using leveled texts and the Jan Richardson guided reading plan, Fountas and Pinnell Classroom (grades 1-2), systematic phonics instruction for grades K-2 using a variety of strategies (to include Fountas and Pinnell Phonics Lessons and Words Their Way), continue with standards based instruction and common formative assessments in all grades.

2. Please list all data sources used in determining the initial list of prioritized needs in completing the 2019-2020 Title I Application and Planning Document
 - Teacher Performance Level for grades K – 4
 - MClass data for individual students (Benchmark and Progress Monitoring Data) for grades K – 3
 - Dibels data for grades K – 3
 - Tier 2 and Tier 3/MTSS Data
 - EOG scores for grades 3 – 4
 - Benchmark Data for grades 3 – 4

3. List any other factors that were considered when determining the list of prioritized needs for the 2019-2020 Title I Application and Planning Document.
 - MClass At-Risk report data for grade levels
 - Dibels
 - RTA Portfolio
 - Grade level CFA's
 - Schoolwide Problem Solving Team Data

PARTICIPATION OF CHILDREN IN SPECIAL POPULATIONS

(Required)

Homeless Children Attending Non-Title I Schools

1. Are there homeless children attending your school? YES NO

2. How many students are identified as homeless? 18

Migrant Children Attending Title I Schools

3. Are there children of migrant workers, or children of former migrant workers, attending Title I schools? YES NO

4. How many students are identified as children of migrants? 0
(Attach a list of students)

Title I Planning Meeting

May 14, 2019

Planning Team Members Present: Rosemary McGahhey, Crystal Stevenson, Rachel Hall, Jerome Gidrey

Topics Discussed:

- At-Risk students for 2019-2020
 1. Early intervention for K-2 students
 2. Due to Hurricane Florence, our youngest students missed key days of instruction at the beginning of Kindergarten. As a result, there is a large bubble of at-risk students moving into first grade.
 3. Options for addressing first grade in 2019-2020 (immediate intervention using the Jan Richardson RISE lesson framework, then selecting students for LLI).
 4. 2nd grade moving to 3rd is strong, overall.
 5. Stevenson will address RTA students in 3/4
- Budget
 1. Make sure that 50% of Stevenson's salary is included in the budget to keep her full time at Summersill Elementary.
 2. Flex salaries for McGahhey/Hall
 3. Less money in planning budget due to 2 more middle schools becoming eligible for Title I funding.
 4. Free and reduced lunch
 5. Final budget may have monies available for tutoring that will start in January. Presently, there is not money available for tutoring.

Title I Planning Meeting 2

May 21, 2019

Planning Team Members Present: Rosemary McGahhey, Rachel Hall, Crystal Stevenson, Jerome Gidrey

Topics Discussed:

- Finalize Title I Project application
 1. Homeless/Migrant students
 2. Needs Assessment
 3. Staff positions
- Staffing needs for 2019-2020 SY. McGahhey and Hall will support K-2, Stevenson will assist with initial intervention (RISE), support new staff with guided reading/assessment, work with RTA students in 3-4, support AVID in grades 4-5. There will be teachers moving in grades K-2 (our focus area for at-risk). Some staff will be changing grade levels and new staff will be hired. Reading Specialists need to be available to make transition smooth for new teachers and students.
- Title I Vote will take place at May meeting
- Other agenda items for May meeting:
 1. Review/Refine Summersill Parent Compact
 2. Review Title I parent involvement policy

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The 2019-2020 Title I plan was presented on 5/29/19.

Title I Project Presentation / Vote

In attendance: See Sign-in sheet/agenda

Topics Discussed:

- Present Schoolwide Needs Assessment (sent out in email)
- Review Parent Involvement Initiatives/Policy
- Review Summersill Parent/Student/Teacher Compact and vote on changes.
- Vote on project.

The project was presented to the strategic planning team and staff. Questions were addressed and a vote was taken. 100% of team members and staff voted in favor of the 2019-2020 Summersill Schoolwide Project.

Summersill Elementary

Title I Project Planning Meeting Agenda

Wednesday, May 29, 2019

3:45 PM

Agenda	Notes
<ul style="list-style-type: none">• Please Sign In• Pick up Ballot	
<ul style="list-style-type: none">• Review Summersill Elementary Title I Plan for 2019-2020 SY• Needs Assessment• Projected areas of need• Staff/Positions• All staff at a schoolwide Title I school are technically considered Title I teachers, so no staff members or teachers should be singled out as "Title I Teachers."	
<ul style="list-style-type: none">• Annual Review of Parent Compact• Suggestions to refine/change compact?• ALL students must complete the compact in the fall.• A roster must be kept for each homeroom to document which students have a completed compact on file.• 3 attempts must be made.	
<ul style="list-style-type: none">• Review of Title I Parent and Family Engagement Policy (See Email for copy of OCS Policy 1320/3560)	
<ul style="list-style-type: none">• Housekeeping – 2019-2020 is an audit year. Schools are selected for a team visit. 😊	
<ul style="list-style-type: none">• Questions???	

Summersill Elementary School's Faculty and Staff Roster

Title I Plan/Note

<p>ADMINISTRATION <i>JG</i> Gidrey, Jerome <i>LS</i> Simpson, Lauren</p> <p>KINDERGARTEN <i>AS</i> *Adams, Dedra <i>MB</i> Bill, Megan <i>CS</i> Jasniewski, Courtney <i>CS</i> Sisseck, Tanya <i>EW</i> Wootton, Kellynne <i>EW</i> Elizabeth Neuendorff</p> <p>FIRST GRADE <i>VA</i> Harris, Kelly <i>JA</i> *Hendrix, Judy <i>AM</i> Hill, Amy <i>IN</i> Noel, Tiffany <i>JS</i> Pruckner, Jennifer</p> <p>SECOND GRADE <i>WC</i> Cary, Melissa <i>SE</i> Edwards, Sharon <i>JK</i> Jackson, Kimberly <i>JK</i> Knott, Keri <i>MT</i> Tucker, Morgann</p> <p>THIRD GRADE <i>AB</i> Bourg, Amanda <i>HM</i> Morgan, Hannah (Beachy) <i>MS</i> Stanley, Mikaela <i>JS</i> *Taylor, Tara (Sydes) <i>WJ</i> Williams, Patricia</p> <p>FOURTH GRADE <i>FF</i> Flores, Shannon <i>FF</i> Foster, Nicole <i>MM</i> Nyweide, Morgan <i>RS</i> Spencer, Rose</p> <p>FIFTH GRADE <i>RC</i> Curlee, Rochelle <i>SG</i> Glasmyer, Jacqueline <i>SL</i> Lovitt, Shawn <i>AK</i> Peterman, Keana</p>	<p>EC <i>HB</i> Batts, Hugh <i>BS</i> Breittfeller, Sarah <i>MD</i> Dunham, Melinda <i>AA</i> Hill, Allison <i>MM</i> Marshburn, Martha <i>JP</i> Powell, Jo-Lynn</p> <p>EC ASSISTANTS <i>KC</i> Carlos, Karen <i>AC</i> Castro, Aaron <i>NG</i> Gonzales, Miles <i>GH</i> Hill, Jonasina <i>BJ</i> Jones, Di'Neisha <i>KM</i> Murphy, Kimberly <i>MM</i> Murphy, Marvina</p> <p>ASSISTANTS <i>DA</i> Andryshak, Diane <i>AC</i> Clement, Amber <i>SD</i> Deupree, Stefanee <i>HH</i> Humphreys, Debbie <i>MM</i> Maxwell, Jessica <i>MP</i> Moore, Patsy <i>PR</i> Rixmann, Patricia – Computer Lab <i>RS</i> *Stein, Rebecca – Student Teaching <i>CC</i> <i>Corbin, Julia</i></p> <p>ENRICHMENT <i>AG</i> Gibson, Greg – PE <i>CG</i> Gutierrez, Claudia – Spanish <i>JS</i> Jones, Sara – Music <i>LS</i> Soxman, Laura – Art</p> <p>SPECIALISTS/SUPPORT STAFF <i>DB</i> Barbee, Darlene – ESL Tutor <i>JB</i> Barnes, Julie – EC Coach <i>AC</i> Conklin, Angie – DLTF <i>JD</i> Deming, Julie – Counselor <i>AC</i> Cottle, Ashley – Psychologist <i>RA</i> Hall, Rachel – Title I <i>RM</i> McGahhey, RoseMary – Title I <i>AN</i> Noble, Abbie – Media Coordinator <i>MC</i> Carlson, Melanie – OT <i>KN</i> DiNofiro, Kara – Speech Therapist <i>MR</i> Ramsey, Mariann – Pre-K Speech Therap. <i>HS</i> Smith, Heather – AIG <i>CS</i> Stevenson, Crystal – Lit. Coach <i>FW</i> Wilcox, Frank – IT Tech <i>LY</i> Yurick, Laurel – Social Worker</p>	<p>SCHOOL NURSE <i>DL</i> Lovitt, Dana</p> <p>SECRETARIAL <i>DB</i> Baysden, Donna <i>JB</i> Bright, Jamie <i>FF</i> Fountain, Jennifer</p> <p>CUSTODIAL <i>JB</i> Ball, Juanita <i>MB</i> Brown, Michael <i>AS</i> Sanderson, Leshue <i>BO</i> Williams, Bonnie</p> <p>PRE-K <i>CA</i> Cathey, Amy <i>AG</i> Goff, Amber (Lambert) <i>PC</i> Pajak, Cindy <i>KS</i> Smith, Kristal "Alex" (Kristal – email)</p> <p>PRE-K Assistants <i>TD</i> Dawson, Tyra <i>FN</i> Frye, Nancy <i>CP</i> Pickett, Cassandra <i>TH</i> Thigpen, Tonya <i>WA</i> Wohlers, Amanda</p> <p>CAFETERIA <i>RC</i> Chambers, Robert <i>SD</i> Dixon, Shelia <i>GG</i> Goodling, Jackie <i>HM</i> Hocutt, Mary – Cafeteria Mgr <i>LG</i> Leggs, Yumi</p> <p><i>KN</i> <i>Nash, Kelsea</i></p> <p>*Denotes Grade Chair</p>
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Summersill Elementary

Title I Partnership Agreement/Compact

We know that learning can take place only when there is a combination of effort, interest and motivation. As we are all committed to _____'s progress in school, we are going to do our best to promote his/her achievement. This is an agreement to work in partnership and can only be fulfilled by our team effort. Together we will ensure the successful attainment of our mutual goal.

As a student, I will

- Respect myself and the rights of others
- Attend school regularly
- Follow the rules in the student handbooks
- Come to school with necessary materials and be prepared to work
- Ask my teacher when I do not understand
- Complete all of my assignments on time
- Read or be read to at least 15 minutes per day
- Go to my public or school library at least once a week
- Limit the time I spend watching TV

Student Signature: _____

Date: _____

As a parent/guardian, I will

- Schedule daily study times in a quiet, well-lit location, encourage good study habits, and limit TV viewing
- Reinforce the school rules and support the school staff in efforts to promote appropriate behavior
- Communicate regularly with my child's teacher(s) and attend requested conferences
- Monitor my child's homework
- Read, sign and return my child's progress reports
- Encourage my child to read by reading to him/her and/or reading myself
- Follow through with and support all educational recommendations of the school
- Make sure my child is well rested, is at school on time each day and does not check out early
- Ensure that my child has breakfast everyday (at home or School)

Parent/Guardian Signature: _____

Date: _____

As a school, we pledge to

- Provide motivating and interesting learning experiences in the classrooms
- Communicate expectations, instructional goals, and grading system to the student and parent
- Teach the North Carolina Standard Course of Study
- Communicate the school rules to the student and his/her parent/guardian
- Communicate through conferences, progress reports and by telephone
- Implement techniques and materials that work best for each child
- Provide enrichment and remediation opportunities for the student as needed
- Provide a safe and orderly learning environment

School Representative Signature: _____

Date: _____