Cheektowaga-Sloan Union Free School District
166 Halstead Avenue, Sloan, New York 14212

CSU2FSD District-Wide Parental Involvement Policy 2026-2027

The Cheektowaga-Sloan UFSD and the parents of students participating in activities, services and programs funded by Title 1, PartA of the Elementary and Secondary Education Act, as amended by 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 achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the Cheektowaga-Sloan UFSD's academic standards.

This compact is in effect during the school year: **2026-2027**

Under ESSA, the District must:

Each school district that receives Title I funds shall develop jointly with, agree with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, the policy shall be incorporated into the district's plan, establish the agency's expectations and objectives for meaningful parent and family involvement and describe how the agency will:

1. **Jointly develop district plan-** Involve parents and family members in jointly developing the district plan under section 1112, and developing support and improvement plans under section 1111(d).
2. **Build school capacity-** provide support and assistance to all participating schools within the district in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance.
3. **Jointly evaluate-** Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of Title I schools, including identifying:
   ◦ Barriers to greater participation by parents in Title I activities (with a focus on parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
   ◦ The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;
   ◦ Strategies to support successful school and family interactions;
4. **Improve the programs based on evaluation findings**
5. **Involve parents in the activities of Title 1 schools-** providing opportunities for parents to provide feedback on how Title funds are allocated. The school must provide parents of participating children:
   ◦ Timely information about programs under this part;
   ◦ A description and explanation of the curriculum in use at the schools, the forms of academic assessment used to measure student progress and the achievement levels of challenging State academic standards; and
   ◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to their children's education, and respond to any such suggestions as soon as practicably possible.
6. **Parent Comments:** If the schoolwide program plan is not satisfactory to the parents of participating children, the school shall include any parent comments on the plan when the school makes the plan available to the district.
7. **Each school served under Title 1 shall jointly develop with parents for all the Title 1 children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student 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. The compact shall:**
   ◦ **Describe shared responsibility-** The school's responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the challenging State academic standards. The parents' responsibility is to support their children's learning; volunteer in their child's classroom; and participating, as appropriate, in decisions about the education of their children and positive use of extracurricular time;
   ◦ **Describe parent-teacher communications:** Address the importance of ongoing communication between teachers and parents through, at a minimum: (A) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) Frequent reports to parents on their children's progress; (C) Reasonable parent access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Cheektowaga-Sloan Union Free School District
166 Halstead Avenue, Sloan, New York 14212

THEODORE ROOSEVELT ELEMENTARY SCHOOL-PARENT COMPACT

Theodore Roosevelt Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), 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. **This school-parent compact is in effect during school year 2026-2027.**

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities - Theodore Roosevelt Elementary School Faculty and Staff 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: Each of the core subject areas maintains its own curriculum (correlated to New York State Learning Standards and performance indicators) in order to provide a detailed guide for what is required by the state of New York. As a Lighthouse school, our 7 Habits Leader in Me program, along with Restorative Practices, provides support for a safe and effective learning environment, encouraging, recognizing, and reinforcing leadership and positive behaviors.

2. 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: The first week of each December.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Local performance reports: ELA/Math Fastbridge Scores and Math Benchmark scores. Parents will receive RTI progress reports, Standard Based Report Card grades are sent every trimester. Additionally, teachers are available for phone or e-mail communication.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Phone and email communication
- Parent Square App Communication
- School Messenger App Communication
- Meet the Teacher Night
- UPK and Kindergarten Orientations
- Parent/Teacher conferences
- Additional conferences as deemed necessary by the parent, teacher, or school principal

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

- As initiated by classroom teacher based on need
- Summer Supply Drop Off/PTO Carnival, Author Celebration Night, Family First Dinner Night with Restorative Practices, 100 Book Reading Program, Fun Lunch, and Leadership Day
- Trunk-or-Treat, Winter Wonderland, Health and Wellness Night, Reader's Theater, Concerts/School-Wide Assemblies,Classroom Field Trips, and Parent Volunteers
- Field Day is a school-wide activity held at the end of each school year

PARENT RESPONSIBILITIES

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

- Monitoring attendance
- Monitoring the completion of homework and providing assistance when needed
- Promoting and supervising a minimum of 20 minutes at home of daily reading
- Monitoring and limiting the amount of television children watch (TV and other technologies i.e. videogames)
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Attending Meet the Teacher Night, UPK/Kinderdergarten Orientations, and Parent/Teacher Conferences
- Participate in maintaining the home-school connection

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. Do my homework every day and ask for help when necessary.
2. Read at least 20 minutes every day outside of school time.
3. Practice math facts
4. Give my parents or guardians information received by me from my school.
5. Recognize and follow building-wide 7 Habits and restorative practices for appropriate behavior and relationship building.

Parent Signature Page – Title I Parent Compact Acknowledgment

Date: 11/5/26

I have reviewed the School's Parent Compact. I will contact the school should I have any questions or concerns

Parent/Guardian Signature	Parent/Guardian Signature

Cheektowaga-Sloan Union Free School District
166 Halstead Avenue, Sloan, New York 14212

WOODROW WILSON ELEMENTARY SCHOOL-PARENT COMPACT

Woodrow Wilson Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), 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. **This school-parent compact is in effect during school year 2026-2027.**

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS (provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School ResponsibilitiesWoodrow Wilson Elementary 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:
   - Each of the core subject areas maintains its own curriculum map (correlated to New York state standards and performance indicators) in order to provide a detailed guide for what is required by the state of New York.
   - Our Leader in Me Program and Restorative Practices provide support for a safe and effective learning environment, encouraging, recognizing, and reinforcing positive behaviors while encouraging student leadership.
2. Hold parent-teacher conferences annually, during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the first week of December.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: State performance reports (ELA and math). Parents will receive progress reports after each Trimester and will receive additional communication from classroom and support teachers on a more frequent basis if there is a need, or if an additional communication plan is set up. Teachers are available for phone, email, and online communication through email, phone, and the Parent Square app, where used. This information is shared with families at the beginning of the school year by the principal and each teacher.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

   - Phone and email communication
   - Parent Square Communication
   - Open House; Parent/teacher conferences
   - Additional conferences as deemed necessary by either the parent, teacher, or school principal.

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

   - As initiated by classroom teacher based on need
   - Welcome Back Ice Cream Social
   - Woodrow Wilson Celebrate Reading/Math Night
   - Bring a Hero Night
   - Annual Music in Our Schools Showcase and District Art Show
   - Sidewalk Chalk Day
   - Sports & Wellness Night
   - Multi-Cultural Night
   - Classroom Field Trips—parent volunteers
   - Field Day/Color Run school-wide activity held at the end of each school year

Parent Responsibilities

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

- Monitoring attendance
- Monitoring the completion of homework and providing assistance when needed
- Promoting and supervising a minimum of 20 minutes at home, daily reading
- Monitoring the amount of screen time
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my child or by mail, and responding, as appropriate.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when necessary.
- Read at least 20 minutes every day outside of school time.
- Practice math facts
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Recognize and follow building-wide rules for appropriate behavior
- Participate in our Leader in Me and Restorative Practice Programs to promote a positive and kind culture

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The Woodrow Wilson Elementary School:

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 school-wide 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. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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 and language arts/reading.

8. 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).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Woodrow Wilson Elementary will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.

3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Parent Signature Page – Title I Parent Compact Acknowledgment

Date:

I have reviewed the School's Parent Compact. I will contact the school should I have any questions or concerns.

Student(s) Name	Parent/Guardian Signature

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166 Halstead Avenue, Sloan, New York 14212

JFK MIDDLE SCHOOL SCHOOL-PARENT COMPACT

The JOHN F. KENNEDY MIDDLE SCHOOL and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), 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. **This school-parent compact is in effect during the school year 2026-2027.**

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School ResponsibilitiesThe JOHN F. KENNEDY MIDDLE 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:
   - Align building curriculum with the elementary and secondary schools in the district
   - Employ highly qualified teachers
   - Provide teachers with opportunities to attend professional workshops
   - Provide teachers with the technology and resources necessary to deliver effective and informative instruction
   - Provide RTI services to students in Literacy and math based on beginning-of-year FastBridge data.
   - Provide Academic Learning Center (ALC) assistance after school to students.
   - Include parent feedback on students' academic progress

2. Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
   - AT THE REQUEST OF PARENT TO MEET WITH TEACHERS
   - AT THE REQUEST OF TEACHERS
   - AT THE REQUEST OF GUIDANCE COUNSELOR, SOCIAL WORKER, OR PRINCIPAL
   - AS AN OPPORTUNITY TO GATHER PARENT FEEDBACK
   - AS AN OPPORTUNITY TO BETTER UNDERSTAND THE IMPORTANCE OF HIGH-QUALITY ASSESSMENTS

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Phone calls, email, 5-week progress reports to parents, progress report updates from RTI providers, Parent Portal, 10 week Report Card, and Parent Square.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Phone calls, e-mail, Before and After school, Teacher Planning periods, and team meeting times.

5. Provide parents opportunities to volunteer and participate at their child's school and chaperone field trips, as needed.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television time, gaming time, and computer time (social media) their children have.
- Reminding my child to stay after school for ALC support.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail, monthly newsletter, email, district web site and responding, as appropriate.

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Have excellent attendance
- Be respectful to my teachers and peers.
- Adhere to the school-wide code of conduct expectations for hallways, lockers, cafeteria, bus, bathrooms, and classrooms
- Adhere to the Acceptable Use Policy (AUP) for computer usage
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Apply the elements of the 7 Habits Leader in Me program and restorative practices into my academic and personal habits

The JOHN F. KENNEDY MIDDLE 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 school-wide 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. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
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. At 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 and English Language Arts (ELA)
8. 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).
9. To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
10. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
11. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Parent Signature Page – Title I Parent Compact Acknowledgment 11/3/26

I have reviewed the School's Parent Compact. I will contact the school should I have any questions or concerns.

Student(s) Name	Parent/Guardian Signature