



**HOPPER CENTER**  
2014-2015  
SCHOOL-PARENT COMPACT



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 of 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 [Sec.1118(d)].

## **School Responsibilities**

### **Hopper Center 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:**  
*Hopper Center, as a Seminole County Public Schools Title I school, will provide daily instruction based on the common core standards, and the district's curriculum instructional plans. All students will receive instruction based on initial assessments and ongoing progress monitoring to provide differentiated instruction based on need. The focus to provide daily instruction based on the standards, and adjusted to provide differentiation will allow teachers to scaffold student's learning and provide needed support and an effective learning environment.*
- 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:  
*Parent- teacher conferences begin the 2<sup>nd</sup> week of school based on identified students needs, initial assessments, teachers or parent request. All teachers follow the SCPS policy to hold the required annual parent-teacher conference prior to the end of the 1<sup>st</sup> semester. Based on need, student's parents who are children identified as Tier II or Tier III, will have parent-teacher conference as frequently as needed by the Multi-Tiered System of Support. (MTSS)*
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:  
*Parents receive 6 week progress reports and 12 week report cards informing them of student's academic and behavioral progress. In addition, parents who have signed up for skyward access have daily access to student's grades and assignments completed or incomplete. Class Dojo provides parents with daily access to view classroom behavior monitoring.*
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:  
*Administration, guidance, and ESE support services are available based on need and scheduled. School based staff are available within 24-48 hours to meet with parents based on request by either parents or school request.*
- 5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities,** as follows:  
*Parents who have been approved as dividends (which allows for state required background checks) are allowed to volunteer in their child's classroom, and other areas around the school. Based on teacher's contract, parents may observe in their student's classroom with 24 hours notice to the teacher.*



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**Parent Responsibilities**

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

**Describe the ways in which parents will support their children’s learning, such as:**

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child’s classroom.
- Participating, as appropriate, in decisions relating to my child’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 and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District-Wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**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:**

Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

School: Hopper Center Date: 8/11/2014

**Signatures:**

Parent \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_