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WEST ELIZABETH - JEFFERSON HILLS - PLEASANT HILLS

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## SCHOOL-PARENT COMPACT JEFFERSON HILLS INTERMEDIATE ELEMENTARY SCHOOL

The Jefferson Hills Intermediate 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) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. This compact is part of the schools written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact 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.

This school-parent compact is in effect during the 2017-2018 school year.

### *REQUIRED SCHOOL-PARENT COMPACT PROVISIONS*

#### *School Responsibilities*

The Jefferson Hills Intermediate 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:

#### **West Jefferson Hills School District's Mission Statement:**

Students are the primary focus of the West Jefferson Hills School District where, in partnership with families and community, the mission is to educate and prepare all students to become

active, responsible, and contributing members of society by providing a challenging, innovative educational program guided by an exceptional staff in a safe, positive, caring environment of excellence.

### **West Jefferson Hills School District's Vision Statement**

In the West Jefferson Hills School District, we advocate for our students by providing instruction that enables them to achieve high academic standards and by developing relationships with them, their families, and each other that create caring, safe schools where students are valued.

- Our students all achieve high academic standards.
- Our student achievement of high standards includes curricular, artistic, vocational, athletic, and extra-curricular goals.
- We coordinate curriculum across and between grade levels, programs, and buildings.
- Our students are active learners.
- We recognize documented teacher observation over time as an effective form of student assessment.
- Our staff members are highly qualified and maintain their excellence through continued professional growth.
- We partner with higher education.
- Our district's staff members relate to students, their families, and each other in ways that convey compassion, understanding, respect, and interest.
- We honor the traditions of our past academic, athletic, and extra-curricular.
- Our facilities are of a quality and nature that support and encourage district programs and goals.
- Our community understands and supports our district's programs and goals.
- We accept our role in the economic growth and well-being of our community.

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:

- a. Open House – Tuesday, September 7, 2017
- b. Conference Day – Tuesday, November 21, 2017
- c. May – Teachers will schedule individual times

3. Provide parents with frequent reports on their children's progress. Specifically the school will provide reports as follows:

Information will be sent through the district's report card. Report cards are sent home at the end of each nine-week period. Progress reports are sent to parents indicating subjects in which children are experiencing difficulty. These can be sent at any time after midpoint of the grading period. If in rare and unusual circumstances, a student earns a "D" or "F" or has dropped two letter grades at the end of the grading period, no Special Report to Parents will be sent, but the teacher must inform the parents before the report card is issued. When you receive your child's report card, study it carefully with him or her, sign, and return the envelope promptly.

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

### **PARENT-TEACHER CONFERENCES**

The parent or the teacher can initiate parent-teacher conferences. Parents who desire a conference with the teacher can call the school secretary for an appointment or can write a note requesting an appointment to the teacher. Conferences will also be held on Conference Day following the first nine weeks reporting period. When the need arises, we strongly encourage parent-teacher conferences.

A few rules must be observed in setting appointment dates:

- a. Teachers, by negotiated contract must be given a day's notice for all parental conferences.
- b. All parent conferences should be scheduled between 7:55 a.m. and 3:40 p.m., the regular duty day.
- c. Conferences are scheduled during the teacher's preparation period and cannot be scheduled during regular class time.
- d. One conference is provided in the school calendar, usually following the first nine-weeks grading period.

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

School or classroom volunteer programs may differ from school to school due to the needs of the students, the preferences of the teachers, and the background and experiences of the volunteers.

If you are a parent looking for ways to serve as a school volunteer, please call your child's school. Below is a list of ways for parents to be involved as partners in education:

- Be a buddy to a student who needs one the most.
- Tutor students who need one to one attention.
- Prepare instructional materials that the teacher can use to introduce or reinforce a concept.
- Organize classroom parties.
- Tape record assignments for students who are absent.
- Share with students a part of history which you experienced.
- Read the students a favorite book.
- Plan celebrations to recognize historical and cultural dates of significance.
- Work with students in a writing lab.
- Coordinate communication with other parents.
- Listen to students read, read to students.
- Be a gopher...locating items which the teacher will need in the classroom.

- Assist in the classroom when manipulatives will be used (science projects, math class, etc.)
- Make and put up bulletin boards.
- Inform students about your occupation and the training required for the job
- Tell students about a place you visited.
- Help students find the resources they need to study a concept or topic in greater depth.
- Help in the computer lab.
- Listen to students explain what they like about a project or piece of writing.
- Share a personal collection with students.
- Hold extensive conversations with students who need more exposure to and use of the language.
- Review skills or concepts with a group of students under the direction of the classroom teacher.
- Play instructional games with students.
- Work with students on drill and practice activities.

### ***Additional School Responsibilities***

The Jefferson Hills Intermediate 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 participating 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 practicable possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and 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 or the Title I Final Regulations (67Fed. Reg. 71710, December 2, 2002).

***Parent Responsibilities***

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

- Making sure that homework is completed.
- Monitoring the amount of television the children watch.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Volunteering in my child’s classroom.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received either by my child or by mail, and responding as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Title I, Part A parent representative or the Title I Policy Advisory committee.

***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 the homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or guardian who is responsible for my welfare, all notices and information received by me from my school every day.

\_\_\_\_\_  
School

\_\_\_\_\_  
Parent(s)  
Student

\_\_\_\_\_  
Date