

Octorara Area Primary Learning Center

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OCTORARA PRIMARY LEARNING CENTER-PARENT COMPACT

*The **OCTORARA PRIMARY LEARNING CENTER**, 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.*

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

School Responsibilities

The **OCTORARA PRIMARY LEARNING 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 in English Language Arts as follows:**

Core Curriculum for Reading in Grades K-2:

The core curriculum in grades K-2 is aligned to the PA Core Standards for English Language Arts. Core reading programs used to support the standards-aligned curriculum include:

Phonology: Project Read, Language Circle

Accuracy/Fluency: Project Read, Language Circle

Guided Reading: Fountas & Pinnell classroom

Comprehension: Making Meaning, Center for Collaborative Classroom

(grades 1 & 2)

Structure of the OPLC Reading Program:

Kindergarten:

- Heterogeneously grouped (mixed ability) phonics and comprehension instruction, combined with homogeneous (like-ability) small group instruction that is flexible, with an emphasis on social and emotional learning.*
- Tiered Interventions and supports as needed*

Grades 1&2:

- *Heterogeneously grouped (mixed ability) English Language Arts Instruction that is delivered in a Reading and Writing Workshop Model. This includes vocabulary acquisition and grammar instruction as well as comprehension skills/strategies. Social and emotional learning is embedded throughout the program.*
 - *Homogeneously grouped (like ability) small group phonics instruction and guided reading.*
 - *Tiered Interventions and supports as needed*
- 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.**
 - 3. Provide parents with frequent reports on their children's progress.**
Specifically, the school will provide reports as follows: **trimester report cards**
 - 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - **DURING PARENT-TEACHER CONFERENCES**
 - **BY PHONE BEFORE OR AFTER SCHOOL**
 - **BY APPOINTMENT**
 - 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

OPLC WELCOMES PARENT VOLUNTEERS! If you are interested in volunteering in your child's classroom, please follow these procedures:

- Contact your child's teacher or building principal to express your interest.
- Complete the paperwork for the District-required volunteer clearances. The policy and forms can be found here: <https://www.octorara.k12.pa.us/site/Default.aspx?PageID=789>
- Agree upon a schedule with your child's teacher.

Parent Responsibilities

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

- *Monitoring attendance.*
- *Foster love of reading by reading to my child, listening to my child read, and helping my child select "just right" books.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *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 received either 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

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

- *Do our homework every day and ask for help when we need to.*
- *Read at least 20-30 minutes every day outside of school time.*
- *Give to our parents or the adult who is responsible for our welfare all notices and information received by me from my school every day.*

If you have any questions about this compact, please contact Mrs. Krista Lease, the building principal.

Revised 10/31/2019