

SAN DIEGO UNIFIED SCHOOL DISTRICT
James Madison High School
2007 – 08 HOME/SCHOOL COMPACT

James Madison High 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 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 California's high standards. Title I funds are utilized for all students.

This Home/School Compact will be in effect during the 2007-08 school year.

School Responsibilities

James Madison High School agrees to:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards. Through regular assessments students will be able to demonstrate mastery of standards. Support will be provided to assist students as needed.**

The Madison High School faculty and staff are committed to the goal of providing students with the skills and knowledge necessary to be successful in a post-secondary education program and, ultimately, to embrace life-long learning. Madison stakeholders adopted the following Expected Schoolwide Learning Results to ensure mastery of these skills and the knowledge necessary to meet this goal.

#1 Effective Communicator – Literacy

Madison High School students, with special support for English learners, will be able to demonstrate literacy by improving performance on standardized tests and by effectively communicating in writing, orally, and through the use of current, appropriate technology.

#2 Effective Communicator – Numeracy (Math)

Madison High School students, with support for English learners, will be able to demonstrate numeracy (math) skills by improving performance on standardized tests and by effectively communicating their knowledge in writing, orally, and through the use of current, appropriate technology.

#3 Complex Thinkers

Madison High School students will become complex thinkers who are able to access, analyze, and synthesize information to solve problems and to attain their academic and personal goals.

#4 Collaborative Workers

Madison High School students will develop the necessary interpersonal skills to productively and collaboratively work while maintaining positive relations within diverse settings.

#5 Responsible Citizen

Madison High School students will have the opportunity to develop the skills necessary to be informed consumers, productive workers, and responsible citizens.

- 2. Offer parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Parents have an opportunity to meet with counselors during 10th grade review conferences and with counselors during the articulation process. All teachers and counselors are also available during Fall and Spring Open House, during which parents may set up individual appointments with staff. In addition, parents may call to schedule teacher/counselor conferences at any time throughout the year.

3. Provide parents with frequent reports on their child's progress.

Progress reports are provided to parents four times per year by advisory class and semester report cards are provided to parents twice per year by mail. Parents will also be notified by auto dialer of the date the progress report will be sent home. Teachers may notify parents by mail, when students fall behind in academics. Parents may also request progress reports from teachers at any time.

4. Provide parents reasonable access to staff.

All staff members are required to obtain a district e-mail address and check it at least daily. Also, staff members are required to set up a voice mail box and check it at least daily. Parents and students are provided a course syllabus for each class which contains all contact information for each teacher.

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

Parents may visit a student class with prior permission of an administrator and teacher, with a 24-hour notice. Several parent organizations, including Parent Teacher Student Association (PTSA), School Site Council(SSC), site Governance team, and English Learner Advisory Council (ELAC) welcome new members. These organizations work closely with teachers and administrators and provide many opportunities to volunteer at the school.

- 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.**
- 7. Involve parents in the joint development of any school-wide program plan in an organized, ongoing, and timely way.**
- 8. 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 to 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.**
- 9. 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.**
- 10. 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.**
- 11. 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 practically possible.**
- 12. Provide to each parent an individual report about the performance of their children on the State assessment in at least math, language arts and reading.**
- 13. 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).**

Parent Responsibilities

We, as parents, will support our child's learning by:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of outside of school activities (i.e., television, internet, cell phones, video games, etc.)my child participates in.*
- *Volunteering in my 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 advisory/decision-making groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, site Governance team, or other school advisory groups.*
- *Making every attempt to attend school functions including Open Houses, sporting events, parent workshops and evening performances.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- *Doing my homework every day and asking for help when I need it.*
- *Reading at least 30 minutes every day outside of school time.*
- *Giving to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.*
- *Being responsible to be on time to class, well-rested, and ready to learn with essential tools.*
- *Not using electronics or profanity in the classroom; and also, but not limited to, not possessing drugs, alcohol, tobacco or weapons on school premises.*