



## Title I School-Parent Compact 2023-24 Language Academy

### 2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for 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 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 school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

During Kindergarten orientations, we share the process of becoming a parent volunteer. All parents and guardians are invited to fill out a volunteer application. Once they have been cleared through the Megan’s Law Database and finished the TB Test/screening, they are eligible to volunteer at school.

- \* Provide high-quality curriculum and instruction in a supportive and effective learning environment that supports children in meeting the state’s student academic achievement standards.
- \* Provide parents with frequent reports on their children’s academic and behavioral progress. In each classroom, we will provide progress reports through Parent/Teacher conferences, samples of student work, and updates on reading, writing, and math assessments. We will initiate parent contact at the first signs of a pattern of behavior that interferes with student learning.
- \* Set high expectations for staff, students, and parents by ensuring a challenging curriculum, implementing programs targeted at increasing student achievement, and committing to recruiting, retaining, and training qualified staff. Also, highlight/prepare ways that the parent can advance the learning environment at home.
- \* Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as defined by grade-level teams.
- \* Provide parents with opportunities to engage with school staff and teachers via telephone calls, e-mail, in-person conferences, and classroom visitations as needed. These communications opportunities can be engaged by parents as they feel necessary.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])
  1. Parent- teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

Parent workshops focused on academic content standards, assessment, monitoring, and improving student achievement

- \* Bi-yearly parent/teacher conferences and meetings upon request provided detailed feedback on student progress, proficiency levels, and assessment data.
- \* PTSA general meetings provide parents with learning opportunities in the areas of literacy, math, social-emotional development, restorative justice practices, etc.

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

Parent workshops focused on academic content standards, assessment, monitoring, and improving student achievement

- \* Bi-yearly parent/teacher conferences and meetings upon request provided detailed feedback on student progress, proficiency levels, and assessment data.
- \* Grades available online and Parent Portal
- \* Parents can request interpretation during a conference if language is a barrier.
- \* All families have the right to request a 1:1 meeting if they cannot attend a parent conference at a scheduled time.
- \* Parents can request a 1:1 or meeting with Admin regarding student progress at any time.

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parent workshops focused on academic content standards, assessment, monitoring, and improving student achievement

- \* Resources for parents are shared via the school website
- \* Monthly Cofee with the Principal to provide detailed information on curriculum, assessments, and proficiency levels
- \* Back to School Night presentations include what students are expected to know and be able to do by the end of the school year.
- \* Workshops designed from parent survey feedback are another opportunity for parents to learn and ask questions.
- \* Bi-yearly parent/teacher conferences and meetings upon request provided detailed feedback on student progress, proficiency levels, and assessment data.
- \* PTSA general meetings provide parents with learning opportunities in the areas of literacy, math, social-emotional development, restorative justice practices, etc.

\* All parents are welcome to attend School Site Council, School Governance Team, and English Language Advisory Committee meetings to review data, budget, and instructional strategies.

4. Ensuring access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

\* Staff meets monthly to review opportunities on how to engage parents as volunteers in the classroom.

\* Grade-level teams meet periodically for Professional Learning Communities to review data and provide interventions to initiate student study teams with parents as necessary. Parents are a part of this process, and they also need to come and support on-site.

\* Staff meets regularly in committees (PBIS, Multicultural, Math, etc.) to review policies and procedures to engage parents in decision-making processes. These events bring in parent volunteers and the parent community to our site.

\* Staff attend SSC, SGT, PTSA, and FOLA to share information about instructional strategies to support all students.

\* Parent events on our site bring families to our community and opportunities to come into the classroom to visit, and volunteer.

\* Family Fridays