

SCHOOL-PARENT COMPACT

GladesboroElementary, 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), 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 the school year 2021/2022.

SCHOOL RESPONSIBILITIES

GladesboroElementary 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:
 - Using researched based instruction in reading and math (Reading Wonder & Letterland)
 - Pull out
 - Inclusion
 - Small group
 - ESL support
 - Cooperating with other itinerant teachers with scheduling and working with students
2. Hold parent-teacher conferences annually two evenings during the 2nd grading period when parents are required to pick up report cards. At these times Title I staff would be available to discuss this compact as well as student progress.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards sent each 9 weeks-all grades.
 - Daily Folders - whole school with homework and/or note
 - SOL
 - PALS
 - Positive Note - Title I
4. Staff will be available for consultation with parents as follows:
 - Open house at the beginning of school
 - At the end of 2nd grading period for two evenings
 - March at Read Across America events
 - 3:00-3:30 or by appointment 276-728-9247
 - By e-mail

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
 - During March Read Across America activities
 - At classroom teacher's discretion
 - Field trips
 - Parent Involvement Events

PARENT RESPONSIBILITIES

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

1. Make school my family's top priority by:
 - Having my child attend school on a regular basis and be on time.
 - Scheduling appointments after school to avoid missing instruction.
 - Making sure that homework is completed and is correct.
 - Spending a minimum of 10 minutes reading with my child daily.
 - Helping my child to develop a responsibility of accepting consequences for his/her actions.
 - Teaching manners and respect for all persons.
2. Support education by:
 - Participating, as appropriate, in decisions relating to my children's education.
 - Participating in parent-teacher conferences.
 - Volunteering for Title I advisory groups and activities.
 - 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.

STUDENT RESPONSIBILITIES

As a student, I agree to:

- Come to school ready to learn.
- Be prepared with homework completed and necessary supplies for class work.
- Follow all school rules.
- Treat others with respect.
- Participate in the communications between my teacher and my parents by delivering written and verbal messages to my parents and/or teacher.

ADDITIONAL SCHOOL RESPONSIBILITIES

GladesboroElementary 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 schoolwide program plan, in an organized, ongoing, and timely way.
3. 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 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. Shall provide, to the extent practicable, full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children in a format that is practicable and in a language that parents can understand.
 - Full time ESL teacher who coordinates closely with Title I, teachers, and parents concerning ESL student needs and concerns.
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 practicably 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 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).