



WEST LONG BRANCH SCHOOL DISTRICT

BETTY MCELMON ELEMENTARY SCHOOL ESEA TITLE 1 SCHOOL-PARENT/GUARDIAN COMPACT 2022 - 2023

The Betty McElmon Elementary School, and the parents/guardians 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/guardians, 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/guardian compact is in effect during the 2022 - 2023 school year.

SCHOOL RESPONSIBILITIES

The Betty McElmon Elementary 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:
 - We will align curricula, instructional practices, and assessment measures to the appropriate academic standards. This will include designing a before/after school basic skills program for low performing students who would benefit from additional English language arts and/or mathematics instruction.
2. Hold parent/guardian-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:
 - Parent/Guardian-teacher conferences will be conducted in the Fall of 2022 and the Spring of 2023. Further, parents/guardians may request a teacher conference at any time throughout the course of the school year.
3. Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Marking period student progress reports are issued via the parent/guardian portal. Additional progress reporting will occur for students participating in basic skills programming.
4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows:
 - Parents/Guardians will have access to staff members via in person, telephone, and e-mail.

5. Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents/Guardians will be afforded opportunities to attend field trips and other academic events. Parents/Guardians will also be permitted to visit classes at the discretion of the building principal.
6. Involve parents/guardians in the planning, review, and improvement of the school's parent/guardian involvement policy, in an organized, ongoing, and timely way.
7. Involve parents/guardians in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents/guardians 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/guardians to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents/guardians, and will offer a flexible number of additional parent/guardian involvement meetings, such as in the morning or evening, so that as many parents/guardians as possible are able to attend. The school will invite to this meeting all parents/guardians of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents/guardians of participating students in an understandable and uniform format, including alternative formats upon the request of parents/guardians with disabilities, and, to the extent practicable, in a language that parents/guardians can understand.
10. Provide to parents/guardians 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/guardians, provide opportunities for regular meetings for parents/guardians 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.
12. Provide to each parent/guardian an individual student report about the performance of his or her child on the State assessment in at least English language arts and mathematics.

PARENT/GUARDIAN RESPONSIBILITIES

As parents/guardians, we will support our children's learning in the following ways:

- monitor attendance
- making sure that homework is completed
- monitoring amount of television a child watches
- 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 policy advisory groups, such as being the Title I, Part A parent/guardian representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the Districtwide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, or other school advisory or policy groups

STUDENT RESPONSIBILITIES

Students will share the responsibility to improve their academic achievement. Specifically, they will:

- do their homework every day and ask for help when needed
- read at least 30 minutes every day, outside of school time
- give parent(s) or guardian(s) all notices and information provided by the school

School Parent(s)/Guardian(s) Student

Date