

# Barnwell Elementary School

## Title I School-Parent Compact

**Learning only takes place when there is a combination of effort, interest, and motivation. We are all committed to your child's (our student's) progress. We will do our best to promote his or her achievement. Compacts ensure that everyone "owns" the responsibility of helping children achieve high academic standards. This compact is a promise to work together. We believe this compact will be fulfilled by our team effort. Please assist the school by providing additional suggestions on its school-parent compact.**

### AS A PARENT/GUARDIAN, I WILL:

- Encourage my child to be responsible for his/her actions,
- Listen and/or read to my child & review homework every night,
- Communicate regularly with my child's teachers,
- Provide a home environment that encourages my child and learning,
- Review my child's progress reports & report cards,
- Attend parent/teacher conferences and activities,
- When possible, volunteer at my child's school,
- Monitor my child's television viewing and musical choices,
- Reinforce school rules,
- Reinforce concepts taught at school,
- Encourage respect and good manners,
- Make sure my child arrives on time & is prepared to learn,
- Take an active part in discipline & making good choices,
- Monitor my child's online computer sessions at home, and
- Praise my child for accomplishments.

### AS A TEACHER, I WILL:

- Believe that each student can learn,
- Show respect for each child and his/her family,
- Help each child grow to his or her fullest potential,
- Come to class prepared to actively teach grade-level standards,
- Consult and coordinate with other teachers about the special needs of each child,
- Provide meaningful & appropriate homework,
- Model professional behavior and a positive attitude,
- Communicate with parents in a consistent and ongoing basis,
- Provide a positive classroom environment conducive to learning, and
- Demonstrate, model, and provide examples of all of the goals or objectives expected.

### AS A STUDENT, I WILL:

- Attend school regularly and arrive on time,
- Obey school and bus rules,
- Be respectful at all times,
- Come to school prepared with homework and supplies ready to learn,
- Read aloud or silently every day,
- Do my best in my work and behavior,
- Assume responsibility for my actions by accepting consequences,
- Set high goals for myself,
- Study for tests,
- Pay attention in class,
- Help others & ask for help when I need it,
- Value & respect every person, and
- Check all assignments before turning them in.

### AS A PRINCIPAL, I WILL:

- Provide a safe & productive learning environment,
- Ensure fairness and equity in adherence to school, district, & classroom rules and/or policies,
- Maintain open lines of communication with staff, parents, students, and community,
- Provide a variety of opportunities for the community to become involved in school activities,
- Set high expectations for all students,
- Provide the framework for high quality curriculum & instruction,
- Seek parent participation in decisions pertaining to school programs & governance while encouraging parents to share opinions, and
- Conduct classroom observations.

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***Parent Involvement in Education Policy Summary (Policy KB)***

The board believes that parent and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations and government entities by working together in a collaborative effort.

The board believes it can impact student achievement by improving the quality and quantity of parent/family involvement in the education of their children.

***Responsibilities of board***

In order to heighten awareness of the importance of parent and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings and emphasize parent/school partnerships to assure a child's academic success, the board will do the following.

- Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models.
- Incorporate, where possible, proven parental involvement practices into existing policies and efforts.
- Provide parental involvement orientation and training through staff development.
- Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the state board of education.
- Require an annual report on school and district parental involvement programs including evaluations of the success of the programs.
- Include parental involvement expectations as part of the superintendent's evaluation.

***Responsibilities of superintendent***

The superintendent will do the following.

- Include parental involvement expectations as part of each principal's evaluation.
- Include information about parental involvement opportunities and participation in the district's annual report.
- Disseminate parental expectations as defined by law to all parents of the district.

The superintendent may also designate staff to serve as parent liaisons for the district, require each school to designate a faculty contact for parental involvement efforts, require each principal to designate a materials and resource space within the school specifically for parents and encourage principals to adjust class and school schedules to accommodate parent-teacher conferences more conveniently.

Parent involvement (No Child Left Behind Act of 2001)

The board also recognizes the special importance of parental involvement to the success of its Title I, Migrant (MEP), and Limited English Proficiency (LEP) programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

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In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will do the following.

- Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implement strategies to involve parents in the educational process, including the following.
  - keeping families informed of opportunities for involvement and encouraging participation in various programs
  - providing access to educational resources for parents/families to use together with their children
  - keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
- Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to do the following.
  - Provide input into district policies.
  - Volunteer time within the classrooms and school programs.
- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
- Perform regular evaluations of parent involvement at each school and at the district level.
- Provide access, upon request, to any instructional material used as part of the educational curriculum.
- If practicable, provide information in a language understandable to parents.

The board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and state department of education guidelines, the district will meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district's schools participating in the Title I program meet annually. Parents of participating students will be informed of their right to be involved in the development of the district's Parental Involvement Policy, overall Title I plan and School-Parent Compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. In cooperation with parents, the district's policy, plan and compact will be reviewed annually and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

#### **Limited English Proficient (LEP) parent involvement**

Pursuant to federal law, parents of LEP students will be provide notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.