

Truscott Elementary School

Family Agreement Policy

SCHOOL FAMILY INVOLVEMENT AGREEMENT (POLICY)

The Truscott Elementary School will:

Involve families in the planning, review, and improvement of the school's family involvement policy, in an organized, ongoing, and timely way.

Involve families in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

Hold an annual meeting to inform families of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of families to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to families, and will offer a flexible number of additional family involvement meetings, such as in the morning or evening, so that as many families as possible are able to attend. The school will invite to this meeting all families of children participating in Title I, Part A programs, and will encourage them to attend.

Provide information to families 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 families can understand.

Provide families 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.

On the request of families, provide opportunities for regular meetings for families 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.

Provide to each family an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provide each family 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).

Truscott Elementary School **SCHOOL-FAMILY POLICY**

The Truscott Elementary School, and the families 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 families, 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 2022-23.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Truscott Elementary School will:

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:

The staff will use the Colorado Department of Education Content Standards and district curriculum materials to guide their instructional decisions. Staff will participate in professional development training to enhance instructional skills. Teachers will frequently review and evaluate students' academic progress through the use of assessment tools designated by the Thompson School District. Teachers will also use their professional judgment to refine and align instructional practices with CDE standards. Teachers will use a Plan, Do, Check, and Adjust strategy to guide their teaching.

Hold parent-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:

Family/teacher conferences are held two times a year in October and February/March. Kindergarten teachers hold some home conferences and school conferences for families who prefer the school conference model. As a Targeted Assistance school, identified students' progress is shared with parents during conferences as time permits in addition to the traditional conferences provided for all students. Exceptional Education Services follows federal guidelines on annual and triennial meetings to update families on the progress of their child, too. READ plans and state guidelines are reviewed with families at this time.

Provide families with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report cards are sent home at the end of the school year while progress reports will be available at each quarter during the school year. Families can also talk with teachers about their child's progress throughout the school year. Informal conferences are held to update parents as requested. The school also sends home CMAS reports generated by Colorado Department of Education for 3rd, 4th, and 5th graders

Provide families reasonable access to staff. Specifically, staff will be available for consultation with families as follows:

Families can speak with teachers before or after school, leave voicemail at school, email staff (email addresses available on school website), and call school and set up appointments to meet with teachers, the counselor, or the principal. The principal is frequently available for drop in meetings and visits by families depending upon the daily calendar of meetings and activities.

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

Families assist in classrooms and participate in before, during, and after school activities. The VITAL Volunteer Coordinator facilitates communications with family volunteers, calls families to help at school on various projects, and responds to staff requests for additional help. Each year, Truscott staff thank parent volunteers with a before school celebration. The celebration honoring volunteers is held in late April or early May.

Family Responsibilities

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

Monitoring attendance.

Making sure that homework is completed.

Monitoring the amount of television/technology their children watch/use.

Volunteering in my child's classroom.

Participating, as appropriate, in decisions relating to my children'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 representative on the school's School Accountability Committee (SAC), the Title I Policy Advisory Committee, the District-wide Accountability Committee (DAC), the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Truscott Elementary Family-School Compact

Truscott Elementary School, the families, and the students participating in activities, services, and programs funded by the Federal Title 1 Grant are working together to ensure an outstanding learning experience for the 2022-2023 school year. This compact outlines the partnership of shared learning between the school and families to improve the academic progress of all participating students.

School Commitment

Truscott Elementary will:

- Provide high-quality instruction and materials for learning
- Provide learning opportunities for students outside of the school day
- Hold Parent-Teacher Conferences two times a year
- Provide parents with reports on their child's progress
- Provide opportunities for families to volunteer in classrooms and participate in school activities
- Provide training and support for at-home learning activities
- Be available by phone, e-mail, text messaging and in person to help families and answer question
- Provide clear instructions/expectations for homework and projects

- Provide relevant and specific information about classroom instruction

Family Partnership

Families will support their child to do their best everyday. Some ways to support our child's learning are:

- Making sure our child is healthy, well-rested, and ready to learn each day
- Making sure that homework is completed on time
- Balancing time spent on homework with time spent watching TV, playing video games, or participating in recreational activities
- Being involved in our child's education and our school community
- Promptly reading and responding to all notices from the school for my child's well-being
- Being willing to communicate with our child's school and teachers to be a partner in your child's success.

Student Commitment

I will work to improve my academic progress by:

- Doing my homework every day and turning it in on time (if applicable)
- Asking for help when I need it
- Reading every day outside of school time
- Giving my family all notices from my school
- Come to school every day ready to do my best