

## What Is a Family-School Compact?

A Family-School Compact for Achievement is an agreement that adult students, teachers, and parents develop together. It explains how students, teachers and parents will work together to make sure all students get the individual support they need to reach their transition goals.

### *Jointly Developed*

Adult students and parents are encouraged to help develop this Compact. Schoolwide meetings are held each year to update the compact. Adult students and parents are welcome to contribute comments at any time.

For more information contact school administration: Micaela Smith, Principal or Andrea Thiner, Assistant Principal.



## Activities to Support Partnerships

### **New Family Open House**

August 29, 5:30-7:30 PM

### **Community Resources Night**

November 7, 5:30-7:30 PM

### **Celebration of Learning**

November 5

December 3

February 4

March 4

April 7

May 6

### **Community Celebration**

National African American Parent

Involvement Day - February 10

### **Safety and Supports in the**

### **Community for Special Needs in**

### **Partnership with St. Paul Police Dept.**

- TBD



**FOCUS BEYOND**  
Transition Services

## Family-School Compact

2024-25



## Teachers, Students, Parents – Together for Success

### District Goals

#### **Achievement**

All students are making continuous growth toward their IEP goals and objectives in the areas of transition:

- Independent Living, including Community Participation and Recreation & Leisure
- Employment
- Post-secondary and Training

#### **Equity**

Decrease gaps and disproportionately between student groups in:

- Access to competitive employment
- Community participation
- Attendance
- Suspension
- The level of supports required to access instruction and activities
- Program completion

### School Goals

At least 90% of all students at Focus Beyond will participate in the Student Climate Survey in the Fall 2023 and in the Spring of 2024.

At least 50% of Focus Beyond students (from a level of 26%) will engage in community-based vocational activities such as: Vocational Rehabilitation services, exploration of day work programs, independent work experiences as measured by VRS client records, student participate in day work program exploration activities, and Work Experience Coordinator job site records.

At least 60% of students (from a level of 44%) will demonstrate self-determination skills through the use a portfolio process aligning with pre-employment transition services: job exploration, work-based learning experiences, post-secondary education, workplace readiness training, self-advocacy to practice self-agency and track transition readiness as measured by student portfolio completion.

### **In the Classroom**

The Focus Beyond team will work with students, parents, and community resources to support success in the transition areas. Some of our key connections with students and families will be:

- Provide students with experiences that provide deeper learning in the transition areas related to student specific IEP goals and objectives.
- Provide access to Vocational Rehabilitation Services (VRS) through the IEP process to align skills and work opportunities.
- Our monthly newsletter will feature resources connected to: post-secondary learning, VRS, increasing the use of AAC for independent communication.

### **In the Community**

Focus Beyond students join staff to develop ideas related to community experiences and resources that enhance the student’s progress toward IEP goals and objectives. Families may have other ideas to add to this list.

- Independent Living: participating as school groups in activities that build skills, so students can access community independently or with family and friends outside of school.
- Family resource night to provide connections to community resources and agencies.
- Supporting connections with outside agencies to align individualized supports to meet the needs of the student (VRS, Ramsey County, etc.)

### **FOCUS BEYOND STUDENTS**

Focus Beyond students provide programming input through the IEP process and informally through classroom discussion to develop ideas about how they can succeed and what experiences are required to ensure IEP goal and objective progress. Students gather evidence related to skill development in the transition areas through:

The portfolio process

Participating in career and community exploration opportunities

Meetings with community organizations and agencies to learn more about the services provided