



TITLE I
SCHOOL-PARENT-STUDENT COMPACT
WALSH SCHOOL

The parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Act (ESEA), and the participating students agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and how the school, parents, and students will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

Walsh School will help build and develop a partnership with parents to help their children achieve the State's high academic standards in the following ways:

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:
 - By providing data-driven instruction using screening, diagnostic, progress monitoring, and outcome assessments.
 - Utilizing research-based best practices in the five components of reading, including phonemic awareness, phonics, vocabulary, comprehension, and fluency,
 - By providing small group instruction within and outside of the regular classroom.
2. Hold parent-teacher conferences at least annually, during which this compact will be discussed as it relates to the individual child's achievement. This discussion will include a review of the forms of academic assessment used to identify the student as being at risk and to measure future progress, a description of the curriculum, and an explanation of the benchmarks the student is expected to meet. Specifically, such conferences will be held:
 - After screening and diagnostic testing are completed.
 - Upon the request of either the teacher or the parent during the remainder of the year.
3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - The classroom teacher will issue report cards three times a year.
 - Title I will provide a written progress report to parents.
4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Through notes, phone calls, and e-mails.
 - In pre-arranged meetings in the school building at a mutually agreeable time.



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Reed Elementary School
Ludwig Elementary School
Oak Prairie Junior High School

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:
 - Through invitations to PFA functions, family literacy events, informational workshops, guest reader programs, classroom programs, field trips, and/or book fairs.
6. Involve parents in the planning, review, and improvement of the district's parental involvement policy in an organized, ongoing, and timely way, as follows:
 - Conduct periodic needs assessments to determine which topics related to the importance of the home-school connection, literacy, study skills, and/or parenting are of greatest interest for planning workshops and home-school communications.
 - Offer varied scheduling opportunities for parental workshops so attendance is optimal.
 - Have attendees complete an evaluation form after each parent involvement activity.
7. 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 district/school will convene the meeting at a convenient time for parents. It will offer a flexible number of additional parental involvement meetings so that as many parents as possible can attend. The district/school will invite all parents of children participating in Title I, Part A programs to this meeting and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative forms upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. Translators will be used at meetings as needed.
9. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and participate, as appropriate, in decisions about their children's education. The school will respond to any suggestions as soon as practicably possible.
10. Provide to each parent an individual student report about the performance of his or her child on the IAR.
11. Provide each parent timely notice when their child has been assigned or has been taught for four 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).



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12. Work with the Will County School District 92 to address problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

 13. Work with Will County School District 92 to ensure that a copy of the district's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to students' parents and appropriate private school officials or representatives.

Parent Responsibilities

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

- Discuss with my child my expectations for him/her to be a strong, independent reader, writer, and lifelong learner.
- Read with or listen to my child read for 30 minutes daily.
- Limit my child's TV viewing and/or playing of video games.
- Ensure that my child gets a good night's rest and eats breakfast.
- Make sure that my child attends school regularly and is on time.
- Provide necessary supplies for school, including eyeglasses, if applicable.
- Provide a quiet, well-lit place for my child to study.
- Visit the library and provide my child with a library card.
- Check to see that daily homework is completed.
- Monitor my child's progress by looking at his graded work.
- Communicate frequently with the teacher about my child's progress.
- Read all notices received from the school and respond if requested.
- Attend parent-teacher conferences.
- Participate, as appropriate, in decisions relating to my child's education.
- Attend family literacy events and workshops.
- Volunteer and observe in my child's classroom when invited.
- Serve on school advisory or policy groups to the extent possible.

Student Responsibilities

We, as students, will be responsible for our learning in the following ways:

- Come to school prepared to learn with the necessary materials and glasses, if applicable.
- Pay attention to the teacher.
- Ask questions when help is needed.
- Put forth a consistent effort.



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- Complete my work on time thoroughly and legibly.
- Respect and cooperate with other students and adults.
- Follow classroom and school rules of conduct.
- Communicate with my parents about my homework and learning.
- Promptly deliver notes between home and school.
- Read with or to my family for 30 minutes daily.

MOST IMPORTANT, WE PROMISE TO HELP EACH OTHER CARRY OUT THIS AGREEMENT.

(Please sign, date, and return to school)

STUDENT _____ DATE _____

PARENT _____ DATE _____

CLASSROOM TEACHER _____ DATE _____

TITLE I TEACHER _____ DATE _____

PRINCIPAL _____ DATE _____