

Title I, Part A School-Parent Compact



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Dolores S. Whitley School provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), which includes providing information and school reports, in a format and, to the extent practicable, in a language such parents understand.

The School-Parent Compact is available on the school website and ParentSquare. In addition, paper copies of the Compact can be found at the school office, free of charge. Parents and families wishing to provide ongoing support and input into the Compact can participate through the School Site Council, the Title I Subcommittee, the District Advisory Committee, and other committees. Additionally, parents and families can provide input by completing the parent surveys distributed throughout the school year.

Dolores S. Whitley School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in 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 high academic standards (ESSA Section 1116[d]).

Describe how the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

At Whitley, all teachers and staff will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's challenging student academic achievement standards. Parents will support their children's learning by communicating the importance of education and learning to their children. Reinforce school rules and reinforce the structures at school to support the learning of their child and the safety of all students. Ensure that children arrive at school on time and attend school for the full day and every day. Provide a quiet time and a place for homework along with assisting children with their assignments. Ensure that children receive proper nutrition and adequate sleep. Participate in decisions relating to their child's education. Promote positive use of their child's extracurricular time. Stay informed about their child's education and attend school events and functions. Attend parent-teacher conferences and provide information and support for their child's learning. Ask questions and volunteer at the school or in the classroom.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;**
- (B) frequent reports to parents on their children’s progress;**
- (C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and**
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.**

Parent-teacher conferences are held at the end of the first quarter and are an opportunity to learn about your child's progress academically and socially at school. Parents will be able to sign up for a conference with their child's teacher through Parent Square, return a request form or call the office. Parents may call their child's teacher anytime to schedule a conference to discuss their student's progress. A copy of the School-Parent Compact will be available in every classroom and shared with parents. The School-Parent Compact is available on the district website and in the school office.

Parents will receive a progress report mid-quarter with their child's academic progress. At the end of each quarter, students will receive a report card, and the envelope will be signed by parents to support communication between the parent, child, and teacher.

Staff is available to confer with parents by phone, Zoom, and in-person upon request. Staff is available during the regularly scheduled day, but every effort will be made to meet the parent's schedule to support student learning.


Parents may request through their child's teacher to volunteer in the classroom. Participation in events is appreciated, and ample notice will be shared with the parent to ensure participation. Classroom observation may be scheduled with the classroom teacher and are encouraged.

Teachers and staff will provide ongoing communication with parents regarding student progress and support strategies such as parent conferences, newsletters, progress reports, calendars, email, phone calls, ParentSquare, interpreters if needed, and classroom visits.

This Compact was established by Dolores S. Whitley School on February 28, 2024, and will be in effect for the period of the 2024-2025. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: September 30, 2024.

Lisa A. Beasley, Principal

Name and Title of Authorized Official

A handwritten signature in blue ink that reads "Lisa A. Beasley". The signature is written in a cursive style and is contained within a rectangular box.

Signature of Authorized Official

February 28, 2024

Date