BENSENVILLE
SCHOOL DISTRICT 2

Bensenville Elementary School District 2
Learning & Growing Together

210 S Church Rd
Bensenville, IL 60106
www.bsd2.org

SCHOOL-PARENT COMPACT

Title I, Part A, Section 1118(d); District Policy 6:170 E1 and E2

Bensenville School District #2 *and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, 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* **2025– 2026** *school year.*

School Responsibilities: Tioga School will:

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:**

   District #2 uses a team approach to early literacy intervention. Title I teachers work in partnership with classroom teachers in multiple formats (e.g., in-class, grade level planning, before/after school tutorial program) based on academic needs and age. In this way, we can keep a finger on the pulse of students' progress. All curricula are Standards-Driven with the Illinois Assessment Framework Objectives establishing the learner objectives (see all curricular guides). The district's Curriculum Handbook outlines the research-based 15 Best Practices (ISBE) for instructional methodologies, assessment, and effective learning environments. The emphasis is on the five components of reading including phonemic awareness, phonics, vocabulary, fluency, and comprehension.

   Assessment instruments such as the NWEA MAP and NWEA MAP Reading Fluency are used to continually diagnose (USDOE, 2002) how students are progressing towards the State's achievement standards. From this data, staff work to provide each child with the appropriate instruction and to inform parents of their child's progress. Grade level data teams that include the regular education and Title I teacher meet monthly to analyze student work, the assessment data, and make decisions about each child's instructional needs.

2. **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:
   - October 24, 2025
   - February 20, 2026
3. **Provide parents with frequent reports on their children's progress.**
   Specifically, Tioga School will provide reports as follows:
   Formally,
   Report Cards are issued after each trimester, trimester end dates: 11-14-25, 3-3-26, 6-2-26
   - Progress Reports (2-3 throughout the school year) are issued: 10-1-25, 1-15-26, and 4-21-26

- Parent –Teacher Conferences and the school's Open House provide additional forums for parents to discuss their child's progress. Informally, parents are able to discuss student progress at any time throughout the year by scheduling a meeting with the appropriate staff member and/or Title I teacher. Also,
- School- based, Parent Coffees provide an informal time for parents and staff to talk about student progress. These are scheduled for:_____.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows: At the annual fall orientation, information meeting, parents are informed of all the formal and informal ways in which they can discuss their child's progress with staff. It is at this meeting those parents learn about a) the Title I program b) the school's curriculum c) the forms of academic assessment used to measure student progress and d) the proficiency levels students are expected to meet. Throughout the year, the school offers a flexible number of additional meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Additionally, and based on parent feedback, a district-wide parent involvement program exists. These two-to-three meetings hosted throughout the year provide information and assistance to parents through research-based materials that improve student achievement, such as literacy training for fluency and comprehension and the use of technology. These forums also allow parents to formulate suggestions and participate, as appropriate, in decisions about the education of their children. We also address barriers to parent participation by offering child care in an effort to make attendance easy for parents. The spring survey and the subsequent final parent meeting mark the annual evaluation of the Parent Involvement Policy as well as the overall program effectiveness. Communication to parents is provided in an understandable and uniform format, and in a language that parents can understand. In addition to personal contact, staff is always happy to conference with parents by phone.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities** through activities such as invitations to PTA functions, family literacy events, informal workshops, guest reader programs, classroom programs, field trips, community events, and/or book fairs.

6. **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way, as follows:**
   - Conduct periodic needs assessments to see what topics related to the importance of the home-school connection, literacy, study skills, and/or parenting are of greatest interest for the planning of workshops and home-school connection.
   - Survey parents to see favorable times for scheduling workshops so attendance is optimal.
   - Have attendees complete an evaluation feedback form at the conclusion of each parent involvement activity.

7. **Provide to parents 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.**

   Each Title I school involves parents early on by hosting its annual Title I Parent Orientation in the fall to inform parents of the following:
   - The Title I purpose, structure, and engagements of which students will be involved,
   - The requirements of Title I along with the rights of parents to be involved,
   - A thorough description of the Title I Parent Involvement Policy and Compact, and
   - A thorough description of the district's Standards-Based curricula, instructional Best Practices, and assessments for monitoring progress (e.g., NWEA MAP), and student expectation levels.

8. **Provide to each parent an individual student report about the performance of their child on the grades K-5 assessments that include but are not limited to:** High Frequency Sight Word Recognition, and NWEA MAP Reports.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child'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 Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

In addition, Tioga School will:

1. On the request of parents, provide opportunities for regular meetings for parents 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.
2. Provide each parent with information regarding the "Parents Right to Know" Clause:
   - Qualification of teachers
   - Notification if a student is taught for four or more weeks by a teacher 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)
3. Notify parents of the school's participation in Literacy Programs operating within the school, the district and the contact information.
4. Work with the LEA to ensure that a copy of the SEA'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 parents of students and to appropriate private school officials or representatives.

_____ _____

School: Title I Teacher Date

_____ _____

Principal Date

_____ _____

Parent(s) or Guardian Date

PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED[1*]

[1*] Updated July 2025, ESSA aligned.

However, the school must be able to demonstrate that the information is in the hands of parents and that the compact has been discussed at a parent-teacher conference, minimally.