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Bethel Public Schools

TITLE I SCHOOL-PARENT COMPACT

ESSA, Section 1116(d)

Any school receiving Title I funds must have a School-Parent compact. A compact is a voluntary agreement between groups of people and is a component of the school-level parent involvement policy. It outlines how parents, school staff, and students will share the responsibility for improved student academic achievement.

School responsibilities:

- Provide high-quality curriculum and instruction;
- Provide a supportive and effective learning environment; and
- Enable children to meet the challenging academic state standards.
  ESSA, Section 1116(d)(1)

Parent's responsibilities:

- Volunteer in their child's classroom;
- Participate, as appropriate, in decisions relating to the education of their children; and
- Monitor the positive use of extracurricular time.
  ESSA, Section 1116(d)(1)

Communication between teachers and parents on an ongoing basis:

- Conduct parent-teacher conferences in elementary schools, at least annually, during which the compact should be discussed as the compact relates to the child's achievement;
- Provide frequent progress reports to parents on their children's progress; and
- Provide reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

ESSA, Section 1116(d)(2)(A)(B)(C

BETHEL ELEMENTARY SCHOOL-PARENT COMPACT

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out and to support student success in school and in life.

As a STAFF MEMBER, I will provide your child with every opportunity to learn and grow by:

- Maintaining a quiet and organized workplace;
- Having a high expectation of myself and my students;
- Giving instruction and assignments appropriate for the skill and development required by state and district standards;
- Monitoring student work on a daily basis to ensure success and progress; and
- Reporting regularly to parents with returned work, written notices, and conferences.

As a STUDENT, I will keep my focus on what is important in meeting my goal of learning by:

- Being in class on time, every day, with my homework in hand and prepared to work;
- Allowing the teacher to teach and everyone in class to learn;
- Completing my work on time and accurately;
- Keeping my hands, feet, objects, and comments to myself; and
- Respecting others and their property.

As a PARENT/GUARDIAN, I will support _____'s (name of school) programs and activities that give my child the optimum opportunity for learning by:

- Expecting my child to complete daily homework assignments independently and discuss his/her results for improved learning, and check for a timely return to school;
- Accentuating the positive events at school and help my child resolve issues of concern and conflict;
- Supporting the discipline policy and reinforcing the highest expectations of the school staff;
- Reading to and listening to my child read daily as a way of building a lifelong interest and joy of reading;
- Seeing that my child gets adequate rest and is in school on time with a positive outlook;
- Attending conferences to discuss my child's progress and attending events which showcase my child's work and learning experiences; and
- Providing and maintaining accurate information on my child's records for contact.

Parent/Guardian:		Date:	
Student:		Date:	
Teacher:		Date:	
Principal:		Date:	