2026-2027 School-Parent Compact

Dear Parent/Guardian,

Foley Elementary School, students participating in the Title I, Part A program, and their families agree that this compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will build and develop a partnership that will help children achieve Alabama's high standards.

To help your child meet district and school goals, we will work together to:

- increase reading/ELA proficiency by at least 5 percentage points;
- increase math proficiency by at least 5 percentage points;
- increase progress for English Learners, students with disabilities, and Tier 2/Tier 3 students by at least 5 percentage points through MTSS, PLC data review, and targeted intervention;
- improve attendance, student engagement, and positive behavior by reducing chronic absenteeism and strengthening school connectedness.

School Responsibilities

Foley Elementary School will:

1. Provide strategies and activities that help families support high-quality curriculum and instruction.

- Teach the Alabama Course of Study and BCBE pacing guides through strong Tier 1 instruction in a safe, supportive learning environment.
- Share practical reading and math strategies through Family Academic Nights, grade-level parent nights, newsletters, parent resources, and conferences so families know exactly how to help at home.
- Use STAR, i-Ready, ACAP, ACCESS, classroom assessments, attendance, and MTSS data to plan instruction, small groups, interventions, and enrichment.
- Provide Tier 2/Tier 3 information to families with clear updates on the skill being targeted, intervention provided, progress-monitoring results, and simple home practice ideas.

2. Hold parent-teacher conferences during which this compact is discussed as it relates to the individual child's achievement.

- Offer conferences at least annually, with schoolwide conference opportunities during the year and additional conferences by parent or teacher request.
- Use the compact as a tool during conferences to review the child's current data, strengths, needs, goals, attendance, intervention supports, and next steps for school and home.

3. Provide frequent reports on children's progress.

- Send progress reports and report cards according to the BCBE reporting schedule.
- Share assessment results, classroom progress, intervention updates, and concerns through conferences, student folders, ParentSquare, email, phone calls, and written communication.

4. Provide parents and families reasonable access to staff.

- Teachers are available for consultation during planning times or other scheduled times by appointment.
- Families may request a meeting through the teacher, email, ParentSquare, student folder, or the school office. Interpreters will be provided to the extent practicable.

5. Provide opportunities to volunteer, participate, and observe classroom activities.

- Invite families to participate in Meet the Teacher, Parent Advisory Team/ACIP input, Family Academic Nights, parent conferences, Book Fair, Friday parent lunches, classroom activities, and other school events.

- Provide volunteer and classroom observation opportunities by appointment and according to BCBE/school safety procedures.

6. Ensure regular two-way, meaningful communication in a language families can understand.

- Communicate through The Lion's Roar newsletter, teacher/grade-level newsletters, ParentSquare, phone calls, email, student folders, the school website, social media, and conferences.
- Provide translated notices and interpreter support to the extent practicable so families can ask questions, share input, and participate in decisions about their child's education.

Parent Responsibilities

We, as parents/guardians, will support our children's learning by:

- Monitoring attendance, making sure my child arrives on time, and communicating with the school when attendance barriers arise.
- Reading with my child daily, asking questions about what was read, and helping my child practice vocabulary, phonics/fluency, math facts, and problem-solving skills.
- Making sure homework, reading, and assigned practice are completed and asking the teacher for help when my child is struggling.
- Reviewing folders, progress reports, report cards, assessment information, and school messages so I stay informed about my child's academic progress.
- Attending conferences, academic nights, Title I meetings, MTSS/PST meetings, IEP/EL meetings when applicable, and participating in decisions about my child's education.
- Using strategies and materials shared by the school to support reading, math, attendance, and study habits at home.
- Volunteering, participating in school events, and serving on advisory groups such as the Title I Parent Advisory Team, ACIP Team, or parent/family engagement committees when possible.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve Alabama's high standards. Specifically, we will:

- Come to school every day, be on time, and be ready to learn.
- Complete classwork, homework, reading, and math practice, and ask for help when I need it.
- Read at least 30 minutes every day outside of school time or follow my teacher's reading goal for my grade level.
- Use feedback from my teacher, assessments, and goals to improve in reading, writing, and math.
- Give my parent/guardian all notices and information I receive from school each day.
- Follow classroom, school, and bus expectations so I can learn and help others learn.

Please review this School-Parent Compact with your child. This compact will be discussed throughout the year at school-family events, conferences, and other opportunities as we work together to help your child succeed.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child's teacher. We look forward to our school-parent partnership!

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Revised: July 2026