Beaumont Elementary School
SCHOOL-PARENT COMPACT

Beaumont Elementary School and the parents of the students participating in activities, services and programs funded by Title I Part A of the Every Student Succeeds Act (ESSA), agree that this compact outlines how the school staff, parents and 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 standards.

SCHOOL RESPONSIBILITIES

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:

- Under the direction of the reading specialist, provide skilled literacy instruction for children in the Title I/Reading Support program as a complement to their core classroom.
- Train staff in the use of appropriate and varied methodologies to enable each child to thrive.
- Review expectations for achievement of standards and revise the instructional program as necessary.
- Support reading specialists in their oversight of the reading development of children in the Title I/Reading Support Program.
- Communicate with core classroom teachers concerning the progress of all students and determine which students would benefit from the Title I/Reading Support program.

Hold parent meetings at least annually, when feasible, during which this parent compact will be discussed as it relates to children's achievement.

- Discuss the content and implications of the parent compact at the fall parent meeting and use it as a discussion point at conferences with reading support staff during the school year.
- The spring parent training session will be on assisting parents with the aspects of the compact that they carry out to support their children's reading development.

Provide parents with frequent reports on their child's progress in a language they can understand.

- Use the progress report provided by the core classroom teacher as a basis of discussion about the child's progress.
- Expand that information with communication via the reading folder and reading contract.
- Join the core teacher for conferences when appropriate and if feasible.
- Communicate with parents by telephone and email as appropriate throughout the year.
- Share student work and appropriate books with parents.

Provide parents with reasonable access to staff.

- Publicize the school website address and teachers' email addresses and telephone numbers. Parents may call, email, or send a note to school in order to receive feedback on children's progress.

Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities when feasible.

- Through policies 1300, *Volunteers*, and 1311, *Classroom Visits and School Building Tours*, encourage the support of the community in our school program. While the smooth continuation of the learning program is paramount, the school will make parents feel welcome to visit a child's classroom according to the parameters of Policy 1311.

PARENT RESPONSIBILITIES

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

<u>Environment:</u>

- Create a learning/study environment at home that is comfortable and appropriate for our children and that supports positive extracurricular use of time.
- Support the independent reading contract for our elementary children.
- Reduce potential distractions to the educational process.
- Monitor and limit daily non-academic computer and cellphone use.

<u>Support:</u>

- Participate in reading support meetings and decisions related to your child's education.
- If schedule permits, work as volunteers in the school when feasible.
- Help with homework and special projects.
- Communicate with your child's reading specialist about successes or concerns.