White Bear Lake Area Schools
Vadnais Heights Elementary
2026-2027 Title I School-Family Compact

Vadnais Heights Elementary participates in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA). As part of this work, our school staff, families, and students share responsibility for supporting student learning and achievement. This School-Family Compact outlines how school staff, students, and families will work together to increase student achievement and support all students in meeting the Minnesota State Academic Standards. The compact reflects our shared commitment to supporting student learning and growth, communicating openly, and building meaningful partnerships between school and home.

In White Bear Lake Area Schools, we believe students are most successful when students, families, educators, and schools work together as equal partners. Together, we will create learning environments where every student is known, valued, challenged, and supported.

Our Shared Commitment

We will work together to:

- Build strong, trusting relationships among students, families, and school staff.
- Provide access to high-quality, standards-aligned instruction and learning experiences.
- Support students in developing ownership of their learning and setting meaningful goals
- Use student learning evidence to understand strengths, identify areas for growth, and determine appropriate supports.
- Communicate regularly and in ways that are accessible, welcoming, and responsive.
- Listen to and value the knowledge, experiences, and perspectives that staff, students, and families bring to our school community.
- Work together to remove barriers that may interfere with student learning and success.

School Responsibilities

Vadnais Heights Elementary will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet Minnesota's academic standards.**
  We will maintain high expectations, ensure all students have access to grade-level learning, provide appropriate supports, and use student learning evidence to promote growth.
    - **Student Arrival:** Begins at 7:30am and breakfast is available for every student at 2 locations
    - **Instructional Day**: Begins promptly at 7:45am and goes until 2:10pm each day.
    - **Student Dismissal**: Begins at 2:15pm.

Our guaranteed and viable curriculum vision, instructional minutes, and materials are:

Content Area	English/ Language Arts	Math	Social/ Emotional Learning	Science	Social Studies
Vision	**Each** student is **guaranteed learning experiences** that **develop** their lifelong **literacy**.	Each student is **guaranteed learning experiences** that develop problem-solving **skills** and **mathematical reasoning** to solve **real-world** problems.	Each student has the social-emotional competency and skills to access learning, grow independently, and build social relationships	**Each** student is **guaranteed engaging experiences** to **create explanations** of **phenomena** in our **ever-changing world**.	Empower students to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for college, careers and civic life. *Source: MDE*
Instructional Minutes	Daily minutes: • K-3: 120 • 4-5: 90	Daily minutes: • K-5: 55	Daily minutes: • K-5: 20	Designated instructional minutes: • K-3: 40 • 4-5: 45	
Curricular Materials	Core Knowledge Language Arts (CKLA)	enVision+ Math	Second Step UTimes/BARR	Amplify Science and District created units	Social Studies Alive (TCI)

- **Hold family-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement.**
  We will provide three scheduled opportunities for families to meet with educators to discuss student learning, progress, and goals. Additional conferences may be scheduled as needed or requested.
  - **Welcome Back Conferences** - August 31st, 2026
  - **Winter Conferences** - December 1st & 3rd, 2026
  - **Spring Conferences** - March 23rd & 25th, 2027
- **Provide families with frequent reports on their student's progress.**
  We will provide families with regular information about their student's academic progress, goals, strengths, and areas for growth through screening letters, report cards, conferences, progress reports, and other communication. Families can also access academic results in **ParentVUE → Documents**, including:
  - **Family Screening Letters:** Fall, winter, and spring reading and math screening results
  - **Report Cards:** End of each trimester

    - **Minnesota Comprehensive Assessment (MCA) Results:** Approximately mid to late fall
    - **Intervention Progress Reports:** Mid-Year and End-of-Year, when applicable
- **Provide families reasonable access to staff.**
  Families may connect with staff through conferences, scheduled meetings, phone calls, ParentSquare, email, or other mutually agreed-upon methods. Staff will work with families to provide reasonable opportunities for consultation.
- **Provide families opportunities to volunteer and participate in their student's class and school community.**
  We value families as partners in their student's academic and social-emotional development. Through ParentSquare, teachers will communicate at least every two weeks about learning, homework, and special events. We will also share opportunities to participate and volunteer, along with procedures needed that support a safe learning environment.
- **Ensure regular, two-way, meaningful communication between family members and school staff that is, to the extent practicable, in a language that family members can understand.**

  We will provide regular, two-way communication about student learning, progress, strengths, needs, and opportunities for family involvement. We will listen to and value family perspectives, questions, concerns, and ideas to strengthen partnerships and support student success.

Family Responsibilities

We, as parents/families, will support our students learning in the following ways:

- Support regular and consistent attendance by helping our child arrive at school on time each day, whenever possible. We will communicate with the school when our child will be absent and work with school staff to address barriers that may affect regular attendance.
- Encourage my child's learning, effort, curiosity, and growth.
- Talk with my child about what they are learning and help them reflect on their goals and progress.
- Create, when possible, a supportive environment and routines for learning at home.
- Communicate with teachers and school staff about my child's strengths, needs, interests, and experiences.
- Participate in conferences, meetings, family learning opportunities, and other opportunities to partner with the school when possible.
- Ask questions and share ideas when I need additional information or support.
- Share information about my family's culture, language, experiences, and goals that may help educators better understand and support my child.
- Work with the school to identify and address barriers to my child's learning and success.

Student Responsibilities

We, as students, will share the responsibility to learn and achieve grade-level standards. We will:

- Participate in all-school assemblies and classroom meetings to learn and apply what it means to be B.E.A.R.S.
    - Brave - Doing the right thing - Making good choices,
    - Empathetic - Care for one another and our school,
    - Aware - Use our eyes and ears to recognize what's happening around us,
    - Responsible - Trying our best and taking ownership and
    - Safe - Making good choices to protect ourselves and others.

Family Engagement School Responsibilities

Vadnais Heights Elementary will:

- Involve families in the planning, review, and improvement of the school's family engagement policy, in an organized, ongoing, and timely way.
- Involve families in the joint development of the V.H.E.S. Title I schoolwide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform families of the school's participation in Title I, Part A programs, and to explain the requirements and the rights of families to be involved in Title I, Part A programs. Our school will invite all families and will encourage them to attend.
- Provide information to families in an understandable and uniform format, including alternative formats upon the request of families with disabilities, and, to the extent practicable, in a language that families can understand.
- Provide to families 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.
- On the request of families, provide opportunities for regular meetings for families 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