

# **TITLE I SCHOOL-PARENT COMPACT**

Samuel R. Donald School 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) (participating children), 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 school year 2020-21.

A compact is a written agreement of shared responsibility that–

- Defines the goals and expectations of schools and parents as partners in the effort to improve student achievement.
- Outlines how parents, the entire school staff, and students will work together and build a partnership to help students achieve high academic standards.
- Translates the policies and goals of parents and schools into “action” statements. (i.e., what will administrators, teachers, and parents do to make policies and goals a reality?)
- Serves as a catalyst for collaboration and a guide for ongoing, better communication, interactions and exchanges between school staff and parents.

## **What is a Compact?**

A compact provides the opportunity for developing strong school-family partnerships that will connect families and schools, as well as the broader community, and promote shared responsibility for the high performance of students. These partnerships can •

Improve school programs and the schoolclimate;

- Increase the skills and leadership abilities of parents;
- Ensure the provision of family services and support;
- Sustain long-term improvement in student academic achievement; and
- Help teachers, parents, and schools to be more effective.

However, the main reason for a compact and school-family partnership is to help students succeed in meeting the challenging academic standards that all students are expected to master.

## **What a School-Parent Compact Must Include**

There is no required format or standard way to write a compact. A school-parent compact, however, is required to–

- Describe a school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet the State's challenging student performance standards;
- Describe the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, volunteering in their children's classroom, participating as appropriate, in decisions relating to the education of their children, and encouraging the positive use of extracurricular time;and
- Address the importance of establishing ongoing, good communication between teachers and parents through, at a minimum
  1. annual parent-teacher conferences in elementary schools to discuss individual student achievement as it relates to provisions of the compact
  2. frequent progress reports to families on student academic

- progress, and
3. reasonable access to staff and opportunities to volunteer, observe, and participate in classroom activities.

**TITLE I**  
**BASIC SKILLS IMPROVEMENT PROGRAM**  
**SCHOOL – PARENT – STUDENT COMPACT**  
**2020-2021**

has qualified for inclusion in this year's Title I

Basic Skills Improvement Program operated by Bloomingdale Public Schools in order to improve his/her skills in Language Arts Literacy and/or Mathematics. Selection criteria included standardized test scores, district assessments, and/or teacher recommendations. By signing below, each respective party recognizes the following responsibilities and authorizes participation in the program.

**School:**

Provide instructional assistance in the deficient area(s) in addition to the regular curricular program; Provide such assistance through fully certified and qualified teachers; Attempt to increase student's level of proficiency in the deficient area(s); Regularly report on student's progress in the program; Seek and invite parental involvement in the BSI program.

Principal Signature Date

**Teacher:**

Provide an environment that allows for positive communication between the teacher, parent, and student. Confer with the child's classroom teacher on a regular basis. Regularly inform parents of child's progress and offer suggestions on how they can help their child.

BSI Teacher Signature Date

**Parent:**

Attend an annual BSIP parents' conference sponsored by the district; Remain informed about the program offerings and my child's participation in it; Instill in my child a desire to improve deficient skills; Use recommendations from my child's teachers to help him/her at home; Make any recommendations I feel will improve the BSI program.

Parent Signature Date

**Student:**

Attend all scheduled sessions of BSI classes in areas where I need help; Participate in those classes to the best of my abilities; Attempt to increase my skill level in the deficient area(s); Cooperate with my teachers in school to achieve my goals; Cooperate with my parents at home to achieve my goals.

Student Signature Date