

# School-Parent Compact

Pathfinder High School - 2018-2019 School Year

**NOTE:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, 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 to help children achieve the State's high standards.

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## SCHOOL-PARENT COMPACT

*Pathfinder High 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), 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 and school's high standards.*

*This school-parent compact is in effect during school year 2018-19.*

### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

#### School Responsibilities

#### Pathfinder High School Will:

1. 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:

*Pathfinder High School has identified priority standards, written proficiency scales to define success on those standards, created the unit guides to allow appropriate pacing and integration of standards and have created the common formative assessments to assess student learning towards those standards. We have a Building Intervention Team (BIT) that monitors student progress and ensures that all students have what they need to be successful. Some of the tools that we employ for Tier 2 intervention are the CCRA & B Blocks where students are referred for either will or skill issues. We have also employed Title I Math and Reading Interventionist teachers to allow for Tier 3 intervention and have identified students who would best benefit from such intervention.*

1. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*Three times annually at the end of the 1<sup>st</sup>, 2nd and 3rd Semesters.*

1. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

*Progress reports are sent home at mid semester and final report cards are mailed home at the end of the semester. Parents are also able to monitor student progress in real time through our Parent Portal.*

1. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

*Before and after school and by appointment during their prep.*

1. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

*Anytime as requested so long as it does not create an interruption to the education of others.*

#### Parent Responsibilities

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

- *Monitoring attendance.*
- *Making sure that all requirements are completed.*
- *Monitoring amount of electronic use by students.*
- *Being active in the education and activities of my student.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving to the extent possible, on parent groups.*

#### Student Responsibilities

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

- *Complete, to the best of my ability all things assigned by the teacher and ask for help when I need to.*
- *Have good attendance and be a productive and responsible student while in attendance. Ensure that when you are not in attendance you have taken care of your responsibilities for what you have missed.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Pathfinder High School will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children 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 parents, provide opportunities for regular meetings for parents 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.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).