

Deer Trail School-Parent Agreement (Policy)/Compact

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent policy that is jointly developed with parents for all children participating in Title I, Part A activities, services, and programs. The compact, also jointly developed with parents, is part of the school's written parental involvement agreement (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.

Deer Trail 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 school wide 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).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Deer Trail School will:

Recommend to the local educational agency ECBOCES, the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

Work with ECBOCES in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

Work with ECBOCES to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

SCHOOL-PARENT COMPACT

Deer Trail 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 2018-2019 School Year

School Responsibilities

Deer Trail School will:

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: Deer Trail School will provide high-quality curriculum and instruction and do so in a supportive and effective learning environment by providing professional development opportunities for each teacher in the areas of effective instruction, active engagement and differentiation as well as a high quality curriculum that focuses on direct explicit instruction.

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 one night in the fall semester and again in the spring semester.

Provide parents with frequent reports on their children's progress. The Deer Trail School will provide reports as follows: quarterly which includes twice in the fall semester and twice in the spring semester or every nine weeks. The reports will be sent in the mail quarterly or every nine weeks.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Before and after school and during the staff member's plan period or at a convenient time for both the staff member and parent.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- 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 policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the State’s high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- 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.
- Be actively engaged in my own learning during classroom time as well as independent time.

School

Parent(s)

Student

Date

Date

Date

ADOPTED 2006

Revised: March 2013

Revised: March 2014

Revised: March 2018

Reviewed: March 2020

Reviewed: March 2021

Reviewed: April 2022

Reviewed: March 2023

Reviewed: March 2024