Standley Middle School

**Title I School Parent Compact**

This School Parent Compact is in effect year 2019-2020.

***Standley Middle School*** distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

# Required School Parent Compact provisions

* The school’s responsibility to provide high-quality curriculum and instruction the ways parents and family members will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
* The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
* Frequent reports to parents and family members on their children’s progress

(ESSA Section 1116[d][2][B]).

* Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

**Standley Middle School will:**

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet Common Core State Standards as follows:**

* Standards-Based lesson planning
* Inquiry methods/strategies across the curriculum areas
* Homework Academy Tutoring
* Utilize I21 technology (i.e. Promethean Boards, netbooks, flip charts, Activ Engage)

**2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.**

* Conferences are held in the Fall and Spring, and by appointment during the year.
* Student Study Teams are conducted as needed on an ongoing basis.
* Individual Education Plan (IEP) meetings are conducted when required and as mandated.
* 504 Plans are conducted when required and as mandated.

**3. Provide parents with frequent reports on their child’s progress.**

* Progress Reports will be available electronically or in print at least every six weeks.
* Semester Report Cards are issued at the end of 18 and 36 weeks of school.
* Parents can access the Power School Parent Portal for real-time grade and attendance information.
* Teachers may send home additional grade printouts at a parent’s request or according to that teacher’s policy.

**4. Provide parents reasonable access to staff.**

* Each staff member will use and maintain their email account.
* The school website will post all contact information and website links for their classes as available for certificated staff members.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

* Parents will be welcomed into the classrooms for observation given an appointment has been arranged in advance.
* Parents may volunteer by contacting the front office and completing appropriate forms and providing Proof of TB Clearance.
* Encourage families to participate in activities such as Back to School and Open House.
* Active SSC, SGT, and PTSA

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

* Review of the Local Control Accountability Plan (LCAP)
* Parent informational meetings such as New Parent Orientation and Middle School Prep

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

* Parent informational meetings such as New Parent Orientation and Middle School Prep
* Parent engagement series through counseling

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

* Staff meetings, staff handbook, and professional development

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

* Parent engagement series
* LCAP review
* UC Cluster meetings, SSC, SGT, and PTSA

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

* School Messenger, PeachJar, and PTSA Stay Connected

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

* SSC, ELAC, SGT, PTSA, and Coffee with the Principal

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

* Messages are translated through School Messenger
* Translation services provided upon request for parent meetings

**Student Responsibilities**

**We, as students, will share the responsibility to improve our academic achievement and achieve California’s high standards by:**

* Making education my first priority.
* Arriving on time and ready to work and learn in each period.
* Respecting myself, school property, and others.
* Setting aside at least two hours in my daily schedule for possible homework assignments, realizing this is a *general* guideline and that I may not need the entire two-hour block each day but I could need more.
* Reading at least 30 minutes every day outside of school time.
* Keeping school notebooks and materials/supplies neat and organized.
* Noting and following all school rules and policies.
* Participating in tutoring and/or extended learning programs as needed.
* Giving to my parents/guardian all notices and information received from school every day.
* Be accountable for your needs by talking with parent/family, teacher, and/or school staff about what is happening at school.

**Parent Responsibilities**

**We, as parents, will support our child’s learning by:**

* Making sure my child attends school every day, on time.
* Making sure that homework is completed.
* Checking the Student Planner and/or school website for assignments and communicate with your student about their needs.
* Accessing the Power School Parent Portal to view real-time grade and attendance information and speak with my child as needed.
* Maintaining contact with child’s teachers, counselor and/or appropriate school staff regarding academic progress, questions and/or concerns.
* Limiting TV viewing, video/computer gaming, and other extracurricular activities on school nights.
* Volunteering in school, when possible.
* Reading and responding, as necessary, to all communications from the school.
* Serving on school committees when possible.
* Attending parent conferences as needed.
* Working together with the school.

This Compact was adopted by Standley Middle School on October 14, 2019, and will be in effect for the period of the 19-20 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 16, 2019.

William Pearson

Principal

Standley Middle School

Approved by SSC on 10/14/2019