

Adopted: March 4, 2004

File: KBF-E2

Revised: February 16, 2012, October 15, 2015

**Bloomfield Elementary School
PARENT INVOLVEMENT POLICY**

The Bloomfield Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Send invitation to parents to attend annual parent policy review meeting.</i>	<i>Title IA Administrator</i>	<i>Annually in March</i>	<i>Letters home to Title IA families</i>
<i>Follow-up phone calls</i>	<i>Title IA Administrator</i>	<i>Annually in April</i>	<i>Phone calls</i>
<i>Take minutes at meeting</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Written minutes</i>
<i>Provide minutes of meeting to parents that attended</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Mail minutes of meeting to attending parents</i>
<i>A parent representative will be part of the Bloomfield Leadership Team when school issues, the parent policy, and school-wide planning occurs.</i>	<i>Bloomfield Principal</i>	<i>Annually September - June</i>	<i>Written minutes</i>

2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>School-wide school will have a parent representative involved when school wide plan is written</i>	<i>Bloomfield Principal and Title IA Administrator</i>	<i>Annually in June</i>	<i>Parent will attend school wide planning meeting.</i>
<i>Parent Teacher Organization (PTO)</i>	<i>Building Principal</i>	<i>Annually September - June</i>	<i>Meeting agendas and minutes will be available.</i>

<i>1-3 Parent Group</i>	<i>School-wide Principals</i>	<i>Annually September - June</i>	<i>Meeting agendas and minutes will be available.</i>
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3. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Open House</i>	<i>Building Principal and Title IA staff</i>	<i>Annually in September</i>	<i>Information table</i>
<i>Parent Involvement annual meeting</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Written minutes and sign in sheet</i>

4. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent information letter</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Letter sent home</i>
<i>Phone calls</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Record of phone call</i>
<i>Parental visit from ELL teacher</i>	<i>Title IA staff & ELL teacher</i>	<i>Start of program</i>	<i>Home visit</i>

5. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>District web site posts curricula</i>	<i>District web manager</i>	<i>Year round</i>	<i>Manage web site</i>
<i>Paper copy of documents if internet is not available in the home.</i>	<i>Title IA staff</i>	<i>As requested</i>	<i>Print off documents from district web site.</i>
<i>Fountas & Pinnell letter with proficiency level noted.</i>	<i>Classroom teacher</i>	<i>Annually in June</i>	<i>Paper copy</i>

<i>Reading Recovery</i>	<i>Reading Recovery teachers</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Literacy Lessons for Individuals</i>	<i>Classroom and special education teachers</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Leveled Literacy Intervention</i>	<i>Title IA teachers and Ed Techs</i>	<i>30 min./daily x 5 days a week</i>	<i>Small group</i>
<i>Guided Reading Plus</i>	<i>Title IA teachers</i>	<i>30 min./daily x 5 days a week</i>	<i>Small group</i>

6. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent consultation</i>	<i>Title IA staff</i>	<i>Before and after school and by appointment</i>	<i>Parent calls school for appointment or emails Title IA staff</i>
<i>Parent Involvement annual meeting</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Written minutes and sign in sheet</i>
<i>Parent information letter</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Letter sent home</i>
<i>Phone calls</i>	<i>Title IA staff</i>	<i>Start of program and as needed.</i>	<i>Record of phone call</i>
<i>Parental visit from ELL teacher</i>	<i>Title IA staff & ELL teacher</i>	<i>As needed.</i>	<i>Home visit</i>

7. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>State Assessment results letter</i>	<i>Building Principal</i>	<i>Annually</i>	<i>Send home student letters</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in December</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>

8. 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).

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Letter sent home in the event of a long-term substitute who is not HQT.</i>	<i>Building Principal</i>	<i>As needed</i>	<i>Written letter sent home</i>
<i>Specify all teachers are highly qualified and be sure to have proof on file</i>	<i>Title IA Director</i>	<i>Annually September-June</i>	<i>Personnel files available at central office.</i>

Optional School Responsibilities

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

1. Recommend to the local educational agency (LEA), 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.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA 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(s)

Student

Date

Date

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

Bloomfield Elementary School

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SCHOOL-PARENT COMPACT

The Bloomfield Elementary 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 school year 2015-2016.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The Bloomfield Elementary 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:**

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Reading Recovery</i>	<i>Reading Recovery teachers</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Literacy Lessons for Individuals</i>	<i>Classroom and special education teachers</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Leveled Literacy Intervention</i>	<i>Title IA teachers and Ed Techs</i>	<i>30 min./daily x 5 days a week</i>	<i>Small group</i>
<i>Guided Reading Plus</i>	<i>Title IA teachers</i>	<i>30 min./daily x 5 days a week</i>	<i>Small group</i>

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.** Specifically, those conferences will be held:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Open House</i>	<i>Title IA staff</i>	<i>Annually in September</i>	<i>Information table</i>
<i>Parent/Teacher Conference</i>	<i>Title IA staff</i>	<i>Annually in November</i>	<i>By appointment</i>
<i>Title IA Spring DPAC</i>	<i>Title IA staff</i>	<i>Annually in April</i>	<i>Book sharing with parents</i>

[Describe when the parent-teacher conferences will be held.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in December</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>
<i>Fountas & Pinnell Benchmark Assessment results shared with parents.</i>	<i>Classroom teacher</i>	<i>Annually in January and/or June</i>	<i>Paper copy</i>
<i>State Assessment results letter</i>	<i>Building Principal</i>	<i>Annually in May</i>	<i>Send home student letters</i>

[Describe when and how the school will provide reports to parents.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent consultation</i>	<i>Title IA staff</i>	<i>Before and after school and by appointment</i>	<i>Parent calls school for appointment or emails Title IA staff</i>

[Describe when, where, and how staff will be available for consultation with parents.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>A letter is sent home asking for school volunteers</i>	<i>School staff</i>	<i>Annually in September</i>	<i>The letter lets parents know about volunteer opportunities.</i>
<i>A letter is sent home outlining procedure for setting up an appointment to observe classroom activities</i>	<i>School staff</i>	<i>Annually in September</i>	<i>This letter lets parents know about observing in the classroom.</i>

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

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

[Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of screen time their children watch.
- Volunteering in my child’s classroom.
- 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.



OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 10 minutes per grade level 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.]

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

Canaan Elementary School **PARENT INVOLVEMENT POLICY**

The Canaan Elementary School will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Send invitation to parents to attend annual parent policy review meeting.</i>	<i>Title IA Administrator</i>	<i>Annually in March</i>	<i>Letters home to Title IA families</i>
<i>Follow-up phone calls</i>	<i>Title IA Administrator</i>	<i>Annually in April</i>	<i>Phone calls</i>
<i>Take minutes at meeting</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Written minutes</i>
<i>Provide minutes of meeting to parents that attended</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Mail minutes of meeting to attending parents</i>
<i>A parent representative will be part of the Canaan Leadership Team when parent policy planning occurs</i>	<i>Title IA Administrator and Canaan Principal</i>	<i>Annually September- June</i>	<i>Written minutes</i>

2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Target assistance school</i>	<i>Principal and parent teacher organization</i>	<i>Annually September-June</i>	<i>Parent will attend planning meetings.</i>
<i>Parent Teacher Federation (PTF)</i>	<i>Building Principal</i>	<i>Annually September-June</i>	<i>Meeting agendas and minutes will be available.</i>

3. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Open House</i>	<i>Building Principal and Title IA staff</i>	<i>Annually in September</i>	<i>Information table</i>
<i>Parent Involvement annual meeting</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Written minutes and sign in sheet</i>

4. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent information letter</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Letter sent home</i>
<i>Phone calls</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Record of phone call</i>
<i>Parental visit from ELL teacher</i>	<i>Title IA staff & ELL teacher</i>	<i>Start of program</i>	<i>Home visit</i>

5. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>District web site posts curricula</i>	<i>District web manager</i>	<i>Year round</i>	<i>Manage web site</i>
<i>Paper copy of documents if internet is not available in the home.</i>	<i>Title IA staff</i>	<i>As requested</i>	<i>Print off documents from district web site.</i>
<i>Fountas and Pinnell Benchmark Assessment results letter with proficiency level noted.</i>	<i>Classroom teacher</i>	<i>Annually in January and/or June</i>	<i>Paper copy</i>
<i>Reading Recovery</i>	<i>Reading Recovery teachers</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Literacy Lessons for Individuals</i>	<i>Classroom teacher</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Small group literacy instruction</i>	<i>Title IA staff</i>	<i>30 min./daily x 5 days a week</i>	<i>Small group</i>
<i>Read 180</i>	<i>Two Regular ed teachers and special education teacher</i>	<i>60 min./daily x 5 days a week</i>	<i>Small group</i>

6. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent consultation</i>	<i>Title IA staff</i>	<i>Before and after school and by appointment</i>	<i>Parent calls school for appointment or emails Title IA staff</i>
<i>Parent Involvement annual meeting</i>	<i>Title IA administrator</i>	<i>Annually in March</i>	<i>Written minutes and sign in sheet</i>
<i>Parent information letter</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Letter sent home</i>
<i>Phone calls</i>	<i>Title IA staff</i>	<i>Start of program and as needed.</i>	<i>Record of phone call</i>
<i>Parental visit from ELL teacher</i>	<i>Title IA staff & ELL teacher</i>	<i>As needed.</i>	<i>Home visit</i>

7. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>State Assessment results letter</i>	<i>Building Principal</i>	<i>Annually</i>	<i>Send home student letters</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in December</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>

8. 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).

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Letter sent home in the event of a long term substitute who is not HQT.</i>	<i>Building Principal</i>	<i>As needed</i>	<i>Written letter sent home</i>

<i>Specify all teachers are highly qualified and be sure to have the proof on file.</i>	<i>Title IA Director</i>	<i>Annually September-June</i>	<i>Personnel files available at central office.</i>
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Canaan Elementary School

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SCHOOL-PARENT COMPACT

The Canaan Elementary 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 school year 2015-2016.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The Canaan Elementary School will:

- 9. 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:**

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Reading Recovery</i>	<i>Reading Recovery teachers</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Literacy Lessons for Individuals</i>	<i>Classroom teacher</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Small group literacy instruction</i>	<i>Title IA staff</i>	<i>30 min./daily x 5 days a week</i>	<i>Small group</i>
<i>Read 180</i>	<i>2 regular ed teachers and special education teacher</i>	<i>60 min./daily x 5 days a week</i>	<i>Small group</i>

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

10. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Open House</i>	<i>Title IA staff</i>	<i>Annually in September</i>	<i>Information table</i>
<i>Parent/Teacher Conferences</i>	<i>Title IA staff</i>	<i>Annually in November</i>	<i>By appointment</i>
<i>Title IA spring DPAC</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Book sharing with parents</i>

[Describe when the parent-teacher conferences will be held.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in December</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>
<i>Fountas and Pinnell Benchmark Assessment letter with proficiency level noted.</i>	<i>Classroom teacher</i>	<i>Annually in January and/ or June</i>	<i>Paper copy</i>
<i>State Assessment results letter</i>	<i>Building Principal</i>	<i>Annually</i>	<i>Send home student letters</i>

[Describe when and how the school will provide reports to parents.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent consultation</i>	<i>Title IA staff</i>	<i>Before and after school and by appointment</i>	<i>Parent calls school for appointment or emails Title IA staff</i>

[Describe when, where, and how staff will be available for consultation with parents.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>A letter is sent home asking for school volunteers</i>	<i>School staff</i>	<i>Annually in September</i>	<i>The letter lets parents know about volunteer opportunities.</i>
<i>A letter is sent home outlining procedure for setting up and appointments to observe classroom activities.</i>	<i>School staff</i>	<i>Annually in September</i>	<i>This letter lets parents know about observing in the classroom.</i>

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

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

[Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of screen time their children watch.
- Volunteering in my child’s classroom.
- 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.



OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 10 minutes per grade level 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.]

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

Margaret Chase Smith School PARENT INVOLVEMENT POLICY

The Margaret Chase Smith School will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Send invitation to parents to attend annual parent policy review meeting.</i>	<i>Title IA Administrator</i>	<i>Annually in March</i>	<i>Letters home to Title IA families</i>
<i>Follow-up phone calls</i>	<i>Title IA Administrator</i>	<i>Annually in April</i>	<i>Phone calls</i>
<i>Take minutes at meeting</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Written minutes</i>
<i>Provide minutes of meeting to parents that attended</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Mail minutes of meeting to attending parents</i>
<i>A parent representative will be part of the MCSS Leadership Team when school issues, the parent policy, and school-wide planning occurs.</i>	<i>MCSS Principal</i>	<i>Annually September-June</i>	<i>Written minutes</i>

2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>School-wide school will have a parent representative involved when school-wide plan is written</i>	<i>MCSS Principal and Title IA Administrator</i>	<i>Annually in June</i>	<i>Parent will attend school wide planning meeting.</i>
<i>Parent Teacher Organization (PTO)</i>	<i>Building Principal</i>	<i>Annually September-June</i>	<i>Meeting agendas and minutes will be available.</i>

K-6 4-5 Parent Group	School-wide Building Principal	Annually September-June	Meeting agendas and minutes will be available.
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3. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
Open House	Building Principal and Title IA staff	Annually in September	Information table
Parent Involvement annual meeting	Title IA Administrator	Annually in May	Written minutes and sign in sheet

4. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
Parent information letter	Title IA staff	Start of program	Letter sent home
Phone calls	Title IA staff	Start of program	Record of phone call
Parental visit from ELL teacher	Title IA staff & ELL teacher	Start of program	Home visit

5. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
District web site posts curricula	District web manager	Year round	Manage web site

<i>Paper copy of documents if internet is not available in the home.</i>	<i>Title IA staff</i>	<i>As requested</i>	<i>Print off documents from district web site.</i>
<i>Fountas and Pinnell Benchmark Assessment letter with proficiency level noted.</i>	<i>Classroom teacher</i>	<i>Annually in January and/or June</i>	<i>Paper copy</i>
<i>Small group instruction</i>	<i>Title IA teacher and ed tech.</i>	<i>30 min./daily x 5 days</i>	<i>Small group</i>
<i>Read 180</i>	<i>Classroom teacher and Special Education teachers.</i>	<i>30 min./daily x 5 days</i>	<i>Small group</i>
<i>One-on one instruction</i>	<i>Title IA teacher and ed tech</i>	<i>As needed</i>	<i>1:1</i>

6. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent consultation</i>	<i>Title IA staff</i>	<i>Before and after school and by appointment</i>	<i>Parent calls school for appointment or emails Title IA staff</i>
<i>Parent Involvement annual meeting</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Written minutes and sign in sheet</i>
<i>Parent information letter</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Letter sent home</i>
<i>Phone calls</i>	<i>Title IA staff</i>	<i>Start of program and as needed.</i>	<i>Record of phone call</i>
<i>Parental visit from ELL teacher</i>	<i>Title IA staff & ELL teacher</i>	<i>As needed.</i>	<i>Home visit</i>

7. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>State Assessment results letter</i>	<i>Building Principal</i>	<i>Annually</i>	<i>Send home student letters</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in December</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>

<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>
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- 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).

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Letter sent home in the event of a long-term substitute who is not HQT.</i>	<i>Building Principal</i>	<i>As needed</i>	<i>Written letter sent home</i>
<i>Specify all teachers are highly qualified and be sure to have proof on file</i>	<i>Title IA Director</i>	<i>Annually September - June</i>	<i>Personnel files kept at district office</i>

Optional School Responsibilities

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

- Recommend to the local educational agency (LEA), 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.
- Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- Work with the LEA 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(s)

Student

Date

Date

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

Margaret Chase Smith School

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SCHOOL-PARENT COMPACT

The Margaret Chase Smith 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 school year 2015-2016.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The Margaret Chase Smith School will:

- 9. 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:**

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Small group instruction</i>	<i>Title IA teacher and ed tech.</i>	<i>30 min./daily x 5 days</i>	<i>Small group</i>
<i>Read 180</i>	<i>Classroom Teacher and special education teachers.</i>	<i>30 min./daily x 5 days</i>	<i>Small group</i>
<i>One-on one instruction</i>	<i>Title IA teacher and ed tech</i>	<i>As needed</i>	<i>1:1</i>

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

10. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Open House</i>	<i>Title IA staff</i>	<i>Annually in September</i>	<i>Information table</i>
<i>Parent/Teacher Conferences</i>	<i>Title IA staff</i>	<i>Annually in November</i>	<i>By appointment</i>
<i>Title IA spring DPAC</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Book sharing with parents</i>

[Describe when the parent-teacher conferences will be held.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in December</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>
<i>Fountas and Pinnell Benchmark Assessment letter with proficiency level noted.</i>	<i>Classroom teacher</i>	<i>Annually in January and/or June</i>	<i>Paper copy</i>

[Describe when and how the school will provide reports to parents.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent consultation</i>	<i>Title IA staff</i>	<i>Before and after school and by appointment</i>	<i>Parent calls school for appointment or emails Title IA staff</i>

[Describe when, where, and how staff will be available for consultation with parents.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>A letter is sent home asking for school volunteers</i>	<i>School staff</i>	<i>Annually in September</i>	<i>The letter lets parents know about volunteer opportunities.</i>
<i>A letter is sent home outlining procedure for setting up an appointment to observe classroom activities</i>	<i>School staff</i>	<i>Annually in September</i>	<i>This letter lets parents know about observing in the classroom.</i>

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

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

[Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of screen time their children watch.
- Volunteering in my child’s classroom.
- 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.



OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- 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.]
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Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

Mill Stream Elementary School PARENT INVOLVEMENT POLICY

The Mill Stream Elementary School will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Send invitation to parents to attend annual parent policy review meeting.</i>	<i>Title IA Administrator</i>	<i>Annually in March</i>	<i>Letters home to Title IA families</i>
<i>Follow-up phone calls</i>	<i>Title IA Administrator</i>	<i>Annually in April</i>	<i>Phone calls</i>
<i>Take minutes at meeting</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Written minutes</i>
<i>Provide minutes of meeting to parents that attended</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Mail minutes of meeting to attending parents</i>
<i>A parent representative will be part of the MSES Leadership Team when parent policy planning occurs</i>	<i>Title IA Administrator and Mill Stream Principal</i>	<i>Annually September - June</i>	<i>Written minutes</i>

2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Target assistance school</i>	<i>Principal and parent teacher organization</i>	<i>Annually September - June</i>	<i>Parent will attend planning meetings.</i>
<i>Parent Teacher Council (PTC)</i>	<i>Building Principal</i>	<i>Annually September - June</i>	<i>Meeting agendas and minutes will be available.</i>

3. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Open House</i>	<i>Building Principal and Title IA staff</i>	<i>Annually in September</i>	<i>Information table</i>
<i>Parent Involvement annual meeting</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Written minutes and sign in sheet</i>

4. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent information letter</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Letter sent home</i>
<i>Phone calls</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Record of phone call</i>
<i>Parental visit from ELL teacher</i>	<i>Title IA staff & ELL teacher</i>	<i>Start of program</i>	<i>Home visit</i>

5. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>District web site posts curricula</i>	<i>District web manager</i>	<i>Year round</i>	<i>Manage web site</i>
<i>Paper copy of documents if internet is not available in the home.</i>	<i>Title IA staff</i>	<i>As requested</i>	<i>Print off documents from district web site.</i>
<i>Fountas and Pinnell Benchmark Assessment letter with proficiency level noted.</i>	<i>Classroom teacher</i>	<i>Annually in January and/or June</i>	<i>Paper copy</i>
<i>Reading Recovery</i>	<i>Reading Recovery teachers</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Literacy Lessons for Individuals</i>	<i>Classroom teacher</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Small group literacy instruction</i>	<i>Title IA staff</i>	<i>30 min./daily x 5 4 days a week</i>	<i>Small group</i>

<i>Read 180</i>	<i>Classroom teacher and special education teacher</i>	<i>120 min./daily x 5 days a week</i>	<i>Workshop Model</i>
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6. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent consultation</i>	<i>Title IA staff</i>	<i>Before and after school and by appointment</i>	<i>Parent calls school for appointment or emails Title IA staff</i>
<i>Parent Involvement annual meeting</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Written minutes and sign in sheet</i>
<i>Parent information letter</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Letter sent home</i>
<i>Phone calls</i>	<i>Title IA staff</i>	<i>Start of program and as needed.</i>	<i>Record of phone call</i>
<i>Parental visit from ELL teacher</i>	<i>Title IA staff & ELL teacher</i>	<i>As needed.</i>	<i>Home visit</i>

7. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>State Assessment results letter</i>	<i>Building Principal</i>	<i>Annually</i>	<i>Send home student letters</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in December</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>

8. 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).

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Letter sent home in the event of a long term substitute who is not HQT.</i>	<i>Building Principal</i>	<i>As needed</i>	<i>Written letter sent home</i>

<i>Specify all teachers are highly qualified and be sure to have the proof on file.</i>	<i>Title IA Director</i>	<i>Annually September -June</i>	<i>Personnel files available at central office.</i>
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Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the Mill Stream Elementary School will:

9. Recommend to the local educational agency (LEA), 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.
10. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
11. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
12. Work with the LEA 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(s)	Student
_____	_____	_____
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

***This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.**

Mill Stream Elementary School

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SCHOOL-PARENT COMPACT

The Mill Stream Elementary 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 school year 2015-2016.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The Mill Stream Elementary School will:

- 9. 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:**

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Reading Recovery</i>	<i>Reading Recovery teachers</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Literacy Lessons for Individuals</i>	<i>Classroom teacher</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Small group literacy instruction</i>	<i>Title IA staff</i>	<i>30 min./daily x 5 4 days a week</i>	<i>Small group</i>
<i>Read 180</i>	<i>Classroom teacher and special education teacher</i>	<i>60 min./daily x 5 days a week</i>	<i>Workshop Model</i>

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

10. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Open House</i>	<i>Title IA staff</i>	<i>Annually in September</i>	<i>Information table</i>
<i>Parent/Teacher Conferences</i>	<i>Title IA staff</i>	<i>Annually in November</i>	<i>By appointment</i>
<i>Title IA spring DPAC</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Book sharing with parents</i>

[Describe when the parent-teacher conferences will be held.]

11. Provide parents with frequent reports on their children’s progress.

Specifically, the school will provide reports as follows:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in December</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>
<i>Fountas and Pinnell Benchmark Assessment letter with proficiency level noted.</i>	<i>Classroom teacher</i>	<i>Annually in January and/or June</i>	<i>Paper copy</i>
<i>State Assessment results letter</i>	<i>Building principal</i>	<i>Annually</i>	<i>Send home student letters</i>

[Describe when and how the school will provide reports to parents.]

12. Provide parents reasonable access to staff.

Specifically, staff will be available for consultation with parents as follows:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent consultation</i>	<i>Title IA staff</i>	<i>Before and after school and by appointment</i>	<i>Parent calls school for appointment or emails Title IA staff</i>

[Describe when, where, and how staff will be available for consultation with parents.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>A letter is sent home asking for school volunteers</i>	<i>School staff</i>	<i>Annually in September</i>	<i>The letter lets parents know about volunteer opportunities.</i>
<i>A letter is sent home outlining procedure for setting up and appointment to observe classroom activities.</i>	<i>School staff</i>	<i>Annually in September</i>	<i>This letter lets parents know about observing in the classroom.</i>

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

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

[Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of screen time their children watch.
- Volunteering in my child’s classroom.
- 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.



OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 10 minutes per grade 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.]

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

North Elementary School PARENT INVOLVEMENT POLICY

The North Elementary School will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Send invitation to parents to attend annual parent policy review meeting.</i>	<i>Title IA Administrator</i>	<i>Annually in March</i>	<i>Letters home to Title IA families</i>
<i>Follow-up phone calls</i>	<i>Title IA Administrator</i>	<i>Annually in March</i>	<i>Phone calls</i>
<i>Take minutes at meeting</i>	<i>Title IA Administrator</i>	<i>Annually in March</i>	<i>Written minutes</i>
<i>Provide minutes of meeting to parents that attended</i>	<i>Title IA Administrator</i>	<i>Annually in March</i>	<i>Mail minutes of meeting to attending parents</i>
<i>A parent representative will be part of the North Elementary Leadership Team when school issues, the parent policy, and school-wide planning occurs.</i>	<i>North Elementary Principal</i>	<i>Annually September - June</i>	<i>Written minutes</i>

2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>School-wide school will have a parent representative involved when school wide plan is written</i>	<i>North Elementary Principal and Title IA Administrator</i>	<i>Annually in June</i>	<i>Parent will attend school wide planning meeting.</i>
<i>North Elementary Parent Group</i>	<i>Building Principal</i>	<i>Annually September - June</i>	<i>Meeting agendas and minutes will be available.</i>

<i>K-6 Parent Group</i>	<i>School-wide Principals</i>		<i>Meeting agendas and minutes will be available.</i>
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3. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Open House</i>	<i>Building Principal and Title IA staff</i>	<i>Annually in September</i>	<i>Information table</i>
<i>Parent Involvement annual meeting</i>	<i>Title IA Administrator</i>	<i>Annually in March</i>	<i>Written minutes and sign in sheet</i>

4. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent information letter</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Letter sent home</i>
<i>Phone calls</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Record of phone call</i>
<i>Parental visit from ELL teacher</i>	<i>Title IA staff & ELL teacher</i>	<i>Start of program</i>	<i>Home visit</i>

5. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>District web site posts curricula</i>	<i>District web manager</i>	<i>Year round</i>	<i>Manage web site</i>
<i>Paper copy of documents if internet is not available in the home.</i>	<i>Title IA staff</i>	<i>As requested</i>	<i>Print off documents from district web site.</i>

<i>Fountas and Pinnell Benchmark Assessment letter with proficiency level noted.</i>	<i>Classroom teacher</i>	<i>Annually in January and/or June</i>	<i>Paper copy</i>
<i>Literacy Lessons for Individuals</i>	<i>Classroom teacher</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Small group instruction</i>	<i>Title IA ed techs.</i>	<i>30 min./daily x 5 days</i>	<i>Small group</i>
<i>One-on one instruction</i>	<i>Title IA ed tech</i>	<i>As needed</i>	<i>1:1</i>

6. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent consultation</i>	<i>Title IA staff</i>	<i>Before and after school and by appointment</i>	<i>Parent calls school for appointment or emails Title IA staff</i>
<i>Parent Involvement annual meeting</i>	<i>Title IA Administrator</i>	<i>Annually in May</i>	<i>Written minutes and sign in sheet</i>
<i>Parent information letter</i>	<i>Title IA staff</i>	<i>Start of program</i>	<i>Letter sent home</i>
<i>Phone calls</i>	<i>Title IA staff</i>	<i>Start of program and as needed.</i>	<i>Record of phone call</i>
<i>Parental visit from ELL teacher</i>	<i>Title IA staff & ELL teacher</i>	<i>As needed.</i>	<i>Home visit</i>

7. 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.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in December</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>

8. 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).

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Letter sent home in the event of a long-term substitute who is not HQT.</i>	<i>Building Principal</i>	<i>As needed</i>	<i>Written letter sent home</i>
<i>Specify all teachers are highly qualified and be sure to have proof on file</i>	<i>Title IA Director</i>	<i>Annually September - June</i>	<i>Personnel files available at central office.</i>

North Elementary School
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SCHOOL-PARENT COMPACT

The North Elementary 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 school year 2015-2016.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The North Elementary School will:

- 9. 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:**

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Literacy Lessons for Individuals</i>	<i>Classroom teacher</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Small group instruction</i>	<i>Title IA ed techs.</i>	<i>30 min./daily x 5 days</i>	<i>Small group</i>
<i>One-on one instruction</i>	<i>Title IA ed tech</i>	<i>As needed</i>	<i>1:1</i>

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

10. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Open House</i>	<i>Title IA staff</i>	<i>Annually in September</i>	<i>Information table</i>
<i>Parent/Teacher Conferences</i>	<i>Title IA staff</i>	<i>Annually in November</i>	<i>By appointment</i>
<i>Title IA spring DPAC</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Book sharing with parents</i>

[Describe when the parent-teacher conferences will be held.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in December</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>
<i>Fountas and Pinnell Benchmark Assessment letter with proficiency level noted.</i>	<i>Classroom teacher</i>	<i>Annually in January and/or June</i>	<i>Paper copy</i>

[Describe when and how the school will provide reports to parents.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent consultation</i>	<i>Title IA staff</i>	<i>Before and after school and by appointment</i>	<i>Parent calls school for appointment or emails Title IA staff</i>

[Describe when, where, and how staff will be available for consultation with parents.]

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
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<i>A letter is sent home asking for school volunteers</i>	<i>School staff</i>	<i>Annually in September</i>	<i>The letter lets parents know about volunteer opportunities.</i>
<i>A letter is sent home outlining procedure for setting up an appointment to observe classroom activities</i>	<i>School staff</i>	<i>Annually in September</i>	<i>This letter lets parents know about observing in the classroom.</i>

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

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

[Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of screen time their children watch.
- Volunteering in my child’s classroom.
- 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.

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OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 10 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.]

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)