



## **Title I School-Parent Compact 2023-24 Hoover High School**

### **2.4 School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines 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. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment
- Involve students in AVID strategies to enhance learning
- Provide a culture in which all students set goals and build skills that will help them to be successful in high school, higher education, and in their future careers
- Foster a safe and positive learning environment with a consistent application of the site discipline plan
- Create a welcoming environment for students, families, and community members
- Communicate with parents through frequent reports on their child's progress such as: newsletters, phone calls, conferences and e-mails.
- Provide opportunities for learning beyond the school day for students and parents
- Prepare students to be college and /or career ready.

Parents will participate, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time in the following ways:

- Serving on school committees and volunteering when possible.
- Contacting teachers and counselors about concerns in a timely manner
- Making sure our children attend school daily, on time, prepared, and ready to work and learn
- Holding high expectations for our children and regularly monitoring our children's progress
- Supporting the programs of the district and the school including the district and site discipline policies.
- Checking the student planner for assignments and communications, and reviewing student homework
- Limiting TV viewing, video and computer use, and encouraging daily reading at home,
- Reading and responding as necessary to all communications from the school.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent- teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Parents or Teachers can communicate at any time to establish a conference if the student is not meeting academic expectations.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Progress reports are mailed home at the end of grading periods. Schedule IEP's or SST meetings when appropriate. Parents have access to PowerSchool to view students' progress.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents may call the school to obtain access to staff e-mails and phone numbers. Teachers provide office hours and contact information through their syllabus. A Teacher or Parent may request to hold a parent conference as needed. PowerSchool is available for parents to access and view student progress.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

(A) 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. Distribution is through flyers, Messenger (e-mail & phone) and school website.