



# Garfield Heights City Schools

## Middle School

### **Title I School-Parent Compact** **2019-2020**

The Garfield Heights Middle 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), now ESSA (Every Student Succeeds Act), agree that this compact outlines how the parents, 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.

#### **SCHOOL/TEACHER RESPONSIBILITIES**

Garfield Heights Middle 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:***

- Endeavor to motivate students to learn.
- Have high expectations and help every child develop a love of learning.
- Communicate regularly with families about student progress
- Provide a warm, safe, and caring learning environment.
- Provide meaningful homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and school colleagues to make schools accessible and welcoming places for families in order to help each student achieve the school's high academic standards.
- Respect the school, students, staff and families of Garfield Heights Middle School.

***2. 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 during the first and third quarter marking periods.

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

- Interim (progress report) midway through quarters
- Report cards quarterly
- Notes to parents
- Conferences
- Phone calls and e-mails (on going)
- ProgressBook online grade book software

**4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents through phone calls, emails and scheduled face-to-face meetings.

**5. Provide parents opportunities to volunteer and participate in their child's class and school activities.** These include:

- PTA
- Chaperoning field trips
- Special school events

## **PARENT OR LEGAL GUARDIAN RESPONSIBILITIES**

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

- Provide a quiet time and place for homework.
- Communicate the importance of education and learning to our child.
- Respect the school, staff, students and families of Garfield Heights Middle School.
- Stay informed about our child's education by promptly reading all notices either sent home with our child or mailed from the school or the school district, and communicate with the school by promptly responding to such notices, emails or automated calls when appropriate.
- Ensure our child attends school regularly and on time.
- Encourage our child to do his/her best work.
- Be aware of our child's progress by attending conferences and requested meetings, monitoring homework, checking schoolwork and communicating openly with school staff/teachers.
- Support the school efforts at home.
- Strengthen our commitment to partner with our child's educator, administration and other parents to improve our schools.
- Ensure that our child takes responsibility for his/her actions and is honest and respectful to others.

## **STUDENT RESPONSIBILITIES**

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when we need it.
- Give to our parents/guardians all notices and information we receive from our school every day.
- Communicate regularly with our parents and teachers about school experiences so that they can help us be successful in school.
- Respect the school, classmates, staff and families of Garfield Heights Middle School.

### **Garfield Heights Middle 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.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing and timely way.
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.
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.
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.
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.
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.
8. Provide each parent timely notice when their child has been assigned or has been taught for four 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).