

Parent Responsibilities Cont.

- 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:

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

- Respect school staff, classmates, and the community.
- Follow the school rules.
- Follow the classroom rules.
- Complete and do my best on all school work.
- Return my homework completed.
- Do my homework every day and ask for help when I need it.
- 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)

Highland Middle School will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
- 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 under-

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Highland Middle 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.



Highland Middle School Hobbs Municipal Schools



“Your children will become what you are; so be what you want them to be.” David Bly

Title I Parent Compact

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PARENT COMPACT

Highland 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) (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 2020-2021.

School Responsibilities:

Highland Middle School

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:
 - Provide a safe and caring learning environment where your child will be responsible for his/her own behavior and learning. By helping your child follow the school and classroom rules.
 - Use various teaching strategies and activities in the classroom to make learning worthwhile and appropriate instruction.
 - Take into account your child's individual strengths and weaknesses.
 - Keep you informed of your child's progress. Provide activities that will help your child learn.

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.** Specific date and opportunities for those conferences are:
 - Parent Information Nights which may include but not limited to August/September SAC and/or Open House Meeting
 - Receive progress reports on student performance (4 wk. and 9 wk.)
 - Fall parent/stakeholder meetings to discuss school letter grade
 - School Advisory Council (SAC) meetings monthly per PED requirements
 - Beginning of school letter to all parents explaining new curriculum programs
 - Title 1 Meeting w/ Parents, Open Houses, Parent Nights, "Meet and Greet Night", etc.
 - Spring parent/stakeholder meetings regarding Title 1 program and policies during the SAC Meetings

Parent/Teacher conferences have been an informative way of communicating student needs to parents. Title 1 encourages schools to maintain the parent/teacher communication. Below are suggestions to enhance two-way communication.

- Communicate with parents if students qualify for additional assistance or if the student is just having a great school year.
- Send parents notes, letters, and newsletters to encourage home/school communication. Remember to provide Spanish translations whenever needed.
- Verify parent communication by keeping a sample folder/Log of Parent contacts.
- Suggestion: Use sticky notes for follow-up reminders to address specific student needs.
- Explain and interpret results of student's progress as defined by progress reports, classroom grades, and other assessments.
- Schedule parent/teacher conferences to accommodate parents' schedule. Thus, meetings are offered to parents at varying times, e.g. morning and evening.
- Encourage parents to visit classrooms and attend meeting and school-related activities.
- Information will be linked to each school's website

3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - Receive progress reports on student performance (4 wk and 9 wk)
 - Parent Reports that discuss the assessment data available on their child from the screening such as the DIBELS, Short-cycle Assessments, and PARCC assessments
 - Requests for Parent Conferences
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - In order not to impact instruction, it is recommended that parents make an appointment with the classroom teacher, and/ or principal regarding their student's progress.
 - Teachers schedule parent/teacher conferences to accommodate parents' schedule. Thus, meetings are offered to parents at varying times, e.g. morning, afternoon, and evening. Appointments can be made to visit the parent during their lunch break if needed.
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 - Volunteers are welcomed at our school. Notes are sent to encourage parent participation.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- 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.