

SCHOOL – PARENT COMPACT

Jonesboro 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.

REQUIRED SCHOOL – PARENT COMPACT PROVISIONS

Jonesboro 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:

- Implement scientifically based curriculum models that allow for a variety of teaching methodologies.
- Implement a variety of assessment strategies designed to provide students with multiple avenues to demonstrate learning objectives.
- Provide teachers with ample professional development opportunities to promote best classroom practice.

2. Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement.

- Parent teacher conferences will be held biennially (Fall and Spring) at the elementary level
- Student led conferences will be held annually at the high school level
- Additional parent-teacher conferences may be scheduled independently on an as needed basis

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

- The school(s) will provide parents notification of student progress each quarter using a variety of media (i.e. written, electronic, phone, conference)
- The school(s) will provide more frequent notification of student progress upon request from the parent/guardian
- The school(s) may offer parents access to student progress electronically via secure password if the capacity exists to send and receive such information.

4. Provide parents reasonable access to staff.

- Staff will be available for consultation with parents by appointment. Such consultation may take place in person, via phone, or through electronic communication.

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

- Observations can be scheduled on a case-by-case basis by contacting the office of the principal.
- Parents may volunteer as chaperones for class activities both in and out of school by contacting the office of the principal in conjunction with the classroom teacher

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
- 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 district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on advisory groups

Student Responsibilities

We, as students, will take ownership of our learning in the following ways:

- Come to class prepared (book, writing utensil, notebook, etc)
- Be polite and respectful of all members of the school community
- Demonstrate a positive attitude

Other School Responsibilities

It is understood that additional strategies to foster parental involvement may be designed and incorporated as this policy is revised over time. It is also understood that additional required elements pertaining to parental notification and involvement are included within the school level and district level parental involvement policies. These policies are available for review upon request.

Adopted: December 3, 2009

Revised: October 28, 2014