

Provo Peaks Elementary School-Parent-Family Compact 2019-2020

This compact outlines how parents, the entire school staff, and students will share responsibility for improved 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.

	<i>The Student Will:</i>	<i>The Parent Will:</i>	<i>The Teacher Will:</i>	<i>The School Will:</i>
Academic Success	<ul style="list-style-type: none"> • Arrive at school on time and ready to learn • Complete homework assignments, and turn in on time 	<i>Support my children in their learning by:</i> <ul style="list-style-type: none"> • Ensuring my child attends school regularly and on time • Encouraging reading at home and reading with my child when possible • Trying to limit excessive non-academic screen time 	<i>Provide high quality, engaging curriculum and instruction in a supportive and effective learning environment that enables children to meet challenging State Academic Standards by:</i> <ul style="list-style-type: none"> • Differentiating instruction for student needs • Teaching to the Utah Core Standards • Conducting frequent assessment of learning • Providing feedback to students • Continuing to improve teaching practices through professional development 	<i>Provide high quality, engaging curriculum and instruction in a supportive and effective learning environment that enables children to meet challenging State Academic Standards by:</i> <ul style="list-style-type: none"> • Building a school-wide schedule that supports best instruction • Provide extensions and interventions • Conduct ongoing professional development • Use evidence-based curriculum
Engagement	<ul style="list-style-type: none"> • Actively Listen • Actively Participate • Use feedback to grow from my teacher and family if I am having trouble doing my work 	<i>Participate in decisions relating to the education of my children by:</i> <ul style="list-style-type: none"> • Attending scheduled conferences • Contacting the school with questions or concerns • Attending parent involvement activities when possible 	Provide timely information regarding student data and behavior Provide materials, instructions, and opportunities that engage families in student success through: <ul style="list-style-type: none"> • Grade-level activities • Email communication 	Provide data, materials, instructions, and opportunities that engage families in student success: <ul style="list-style-type: none"> • Annual Title I Meeting • School-Wide Activities • Social Media “Tip of the Week”
Build Community	<ul style="list-style-type: none"> • Respect other students, adults and their property 	<i>Volunteer when possible:</i> <ul style="list-style-type: none"> • PTA • School Community Council • Classroom help • Attend school functions • Volunteer Friday 	<i>Engage in two-way, meaningful communication through:</i> <ul style="list-style-type: none"> • Parent-Teacher Conferences • Frequently student progress reports • Review School-Parent-Family Compact • Provide translation services as necessary • Email/Phone/Notes 	<i>Engage in two-way, meaningful communication by:</i> <ul style="list-style-type: none"> • Providing opportunities for parents to volunteer, observe, and participate in decision making • Providing translation services as necessary
Home & School Communication Connection	<ul style="list-style-type: none"> • Take home my backpack every day, complete and return all assignments and necessary forms 	<i>Support my child with a positive use of extra-curricular time by:</i> <ul style="list-style-type: none"> • Establishing a distraction-free place and time for assisting my child with assignments 	<ul style="list-style-type: none"> • Provide timely and meaningful feedback on assignments, assessments, and student behavior • Build a professional relationship with each student's family 	<i>Send home 4 standards reports per year</i>

**Italicized items represent those required by ESSA section 1116(b)*

This document was developed jointly by a team of parents, teachers, and administrators on various dates between April 2019 and August 2019