

2021 – 2022
MSAD 59
Madison Elementary & Junior High School
School – Parent Compact

The **Madison Elementary School, Madison Junior High 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 the school year 2021-2022.

Please note: Due to COVID19 some provisions may be altered, postponed or omitted, due to the current pandemic situation and CDC guidelines, which are beyond our control. Every effort will be made to maintain the contents of this document.

Required School-Parent Compact Provisions
(provisions bolded in this section are required to be in the Title I, Part A school-compact)

School Responsibilities

The Madison Schools 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:**

<i>Activity/ Tasks</i>	<i>Staff Responsible</i>	<i>Timeline</i>	<i>Steps</i>
Fountas & Pinnell Leveled Literacy Intervention Systems (LLI systems are used at MES) Read 180 or System 44	Title I staff	15-30 min daily	Small group work
Math Intervention <ul style="list-style-type: none"> ● Early Mathematics Diagnostic Interview ● HMM Growth Measure ● HMM Remediation ● NWEA MAP SKills ● KHAN Math Tutorial 	Title I staff	15-30 min daily	In Class - Small group / 1:1 as needed
Letter/Sound ID intervention <ul style="list-style-type: none"> ● Working with names <ul style="list-style-type: none"> ○ rainbow writing ● Working with letters <ul style="list-style-type: none"> ○ concepts of a letter ● Working with sounds <ul style="list-style-type: none"> ○ syllables rhymes ● Working with sight words and books <ul style="list-style-type: none"> ○ one to one matching & identify periods. 	Title I staff	10-20 min daily	Small group 1:1 as needed

- 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. Specifically, those conferences will be held:**

<i>Activity/ Tasks</i>	<i>Staff Responsible</i>	<i>Timeline</i>	<i>Steps</i>
Parent-Teacher Conference	Title I staff and/or regular classroom teacher	October - November 2020	Phone call, letter and/or invitation mailed home

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

<i>Activity/ Tasks</i>	<i>Staff Responsible</i>	<i>Timeline</i>	<i>Steps</i>
Title Information mailed home: Letters Progress reports Announcements Monthly Newsletter Training Open house / Virtual LLI Take-home books (MES students)	Title I staff Building Principals Regular Classroom Teachers	Ongoing throughout the school year	Phone calls Letters sent home with students Letters sent home in the mail Use ESL consultation as needed
Parent Conference	Title I staff and/or regular classroom teacher	As needed basis throughout the year	Annual October - November conference Phone call and/or letter requesting a meeting
Progress reports	Title I staff Building Principals Regular classroom Teachers	September – June 2020-2021	Sent home

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

<i>Activity/ Tasks</i>	<i>Staff Responsible</i>	<i>Timeline</i>	<i>Steps</i>
Parent Consultation	Title I staff	Before and after school Parent may call or email for an appointment anytime during the school year, 2020-2021	Parents are informed by letter that they may contact the school for an appointment.

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

<i>Activity/ Tasks</i>	<i>Staff Responsible</i>	<i>Timeline</i>	<i>Steps</i>
Volunteer/Observation	Title I staff & Classroom teachers	September – June 2020-2021	Parent is informed via invitation sent home with the student

Parent Responsibilities

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

- ✓ **Monitor attendance.**
- ✓ **Provide assistance and encourage your child to complete homework assignments.**
- ✓ **Encourage your child to ask for help from teachers or classroom aides**
- ✓ **Talk to your child about their day.**
- ✓ **Listen to the child read(in person or in the digital format).**
- ✓ **Monitor/limit the amount of TV their children watch.**
- ✓ **Limit the amount of non-academic screen time.**
- ✓ **Participate, as appropriate, in decisions relating to my child’s education.**
- ✓ **Read with/to my child.**
- ✓ **Promote positive use of my child’s extracurricular time and encourage your child to enroll in extracurricular activities that are age appropriate, community based, after school activities**
- ✓ **Participate in Title I events designed for the parents/families.**
- ✓ **Serve, to the extent possible, on policy advisory groups, such as being the Title I parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, or other school advisory or policy groups.**

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards in the following ways:

- ✓ **Read.**
- ✓ **Complete my homework.**
- ✓ **Give my parent(s) or the adult responsible for me all notices and information sent home with me from school.**

School

Parent

Student

*Signatures are not required