School-Family Compact

School Responsibilities

The Emmett J. Conrad High School will provide:

1. High-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards.
2. Opportunities for family/guardian-teacher conferences twice annually during which this compact will be discussed as it relates to the individual student's achievement.
3. Reports to families/guardians on their students' progress. Specifically, the school will provide reports as follows:
   - Progress reports every 3 weeks
   - Report Card every 9 weeks
4. Accessible forms of communication with staff for families/guardians.
   a. Monitoring of emails, response with 48 hours
5. Opportunities for families/guardians to volunteer and participate in their student's classes, and to observe classroom activities,
   a. Organized, ongoing, and timely systems for families/guardians to be actively involved in the planning, implementation, and review of programs including but not limited to family engagement policies and the development of any schoolwide program plans.
   b. At least one meeting of families/guardians of participating students annually at a convenient time and location, offering multiple meetings and opportunities for multiple languages, if necessary, at which the school will inform families/guardians of the school's participation in Title I and the requirements of Title I, including family engagement requirements.
   c. Information to families/guardians of participating students in an understandable and uniform format, including alternative formats, upon the request of families/guardians with disabilities, and, to the extent practicable, in a language families/guardians can understand.
   d. Information to families/guardians of participating students about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure student's progress, and the proficiency levels students are expected to meet.
   e. Opportunities for regular meetings for families/guardians to formulate suggestions and to participate, as appropriate, in decisions about the education of their students. The school will respond to any such suggestions as soon as feasible.
f. an individual student report to each family/guardian about the performance of their student on the State assessment in at least mathematics and English language arts/reading.

g. timely notice to each family/guardian when their student has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who has not met state licensure requirements.

**Family Responsibilities**

We, as a family/guardian, we will support our student’s learning in the following ways:

- Ensuring attendance.
- Tracking and supporting the completion of assignments.
- Volunteering to support my student’s school and/or classroom.
- Participating in decisions related to my student’s education.
- Staying informed about my student’s education by promptly addressing all notices from the school or the school district and responding, as appropriate.

**Student Responsibilities**

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

- Complete my assignments and ask for help when I need to.
- Participate in out-of-school enrichment (i.e., sports, clubs, community service, part-time job or internship).
- Share all notices and information that I receive from my school with my family/guardian every day.