

EDISON MIDDLE SCHOOL

School-Parent Family Compact 2024-2025

Thomas Edison 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 must 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 2024-2025

# REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

# School Responsibilities

Edison Middle School will:

l. 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:

* Facilitate small groups during instruction and schedule students in intervention classes based on teacher and state data.
* Provide opportunities for after school and Saturday tutorials.
* Ensuring that all students receive a highly qualified instructor.
1. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent-teacher conferences will be held during teacher planning periods and as scheduled by the administration.

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

Parents will receive reports on their children's progress every three weeks during the district's progress report distribution dates and also on the Parent-Student Connect website.

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

Parents can reach staff anytitne by using their email addresses. Parents may also contact the front office to schedule a meeting with their child's teacher during their planning period.

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

Parents my volunteer or participate in their child's class or observe their class by registering with first with VIPS and then contacting the teacher or front office to request a date and time to visit classroom.

Parent Responsibilities

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

* Monitoring attendance.
* Making sure that homework is completed.
* Monitoring my child's grades using Parent-Student Connect
* Attend parent meetings throughout the year
* Promoting positive use of my child's extracurricular time.
* Making sure my child gets plenty of school by limiting cell phone/internet usage.
* Participate in school activities and/or events
* 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:

* Do all assignments daily and ask for help when needed.
* Read at least 30 minutes every day outside of school time.
* Attend tutorials before and/or after school
* 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.
* Communicate with my teachers regarding any missed assignments

# Additional Required School Responsibilities (requirements that schools must follow,

but optional as to being included in the school-parent compact)

 Edison Middle School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school 's participation in Title I, Pan 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. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. 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 understand.
5. 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.
6. 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.
7. 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.
8. 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).