



Title I, Part A School-Parent Compact

Marconi Learning Academy (MLA), and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in 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 high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

MLA solicits input from Title I parents/guardians on the School-Parent Compact annually. The compact is presented at PAC/Parent Advisory Committee and ELAC/English Learner Advisory Committee meetings for parents/guardians and staff to review and provide feedback. Feedback on the compact can also be provided throughout the year as parents/guardians wish to discuss it with administration. Parents/guardians receive information about Title I programs annually during the Title 1 meeting and during Parent-Teacher Conferences. At the Parent-Teacher conferences, parents are provided a hard copy of the School-Parent Compact, Title 1 Parent Engagement Policy, and other resources to support parents to stay informed on student academic achievement and progress. Teachers share each individual student's academic achievement and progress with parents/guardians at this time. Parents/guardians are also informed about student achievement data at the school's annual Title 1 meeting and at other parent meetings. At PAC, ELAC, and other meetings convened throughout the year, parents/guardians learn about the Title 1 program and how it can serve their children through supplemental programs. Parents/guardians also receive information through the school websites, via phone and/or email, parent/teacher conferences, Open House/Family Nights, and Back to School Night.

MLA understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of its ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served to meet the challenging State academic standards
- Provide each student with Personalized Learning Plan (PLP) based on student interests, goals, and needs.
- Assure that the school staff communicates clear expectations for performance to both students and parents.
- Teachers will ensure a regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Treat each student with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of child and school
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Provide a safe, positive, and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

The parent/guardian understands that participation in their child's education will help support their achievement and attitude. Therefore, the parent/guardian will continue to carry out the following responsibilities to the best of his/her ability:

- Supporting student learning
- Participating, as appropriate, in decisions relating to the education of his/her student and positive use of extracurricular time
- Support the school discipline policy
- Create a home atmosphere that supports learning
- Send the student to school at the assigned appointment time and day, and ready to learn
- Send the student to school whenever he/she/they needs extra support on their coursework and projects regardless of their assigned appointment day and time.
- Encourage students to show respect for all members of the school community and school property

The student realizes education is important. He/she/they is the one responsible for his/her/their own success. Therefore, he/she/they agrees to carry out the following responsibilities to the best of his/her/their ability:

- Get to school on time, at the assigned appointment time and day ready to work
- Develop a positive attitude toward school
- Be responsible for completing coursework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed

- Do daily work that is neat and reflects the student's best effort
- Be respectful to all school members and to school property

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- A. parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- B. frequent reports to parents on their children's progress;
- C. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- D. ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

MLA understands the importance of deliberate and continuous communication with parents/guardians with regard to student outcomes and successes. Therefore, the school agrees to carry out the following responsibilities to the best of its ability:

- Schedule annual parent-teacher conferences during which the compact shall be discussed as the compact relates to the individual student's achievement
- Frequent communication with parents/guardians on their student's progress
- An appointment can be made with individual teachers to discuss their child.
- Translators available for parent/guardian meetings and translated documents/letters sent home
- Reasonable access to staff during school operating hours and timely response to parent/guardian email and phone calls within 24 hours
- Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand (ESSA, Section 1116(d)(1-2))

The parent/guardian of MLA understands that the success of his/her student's education requires the deliberate and continuous communication with the school regarding student outcomes and successes. Therefore, the parent/guardians agree to carry out the following responsibilities to the best of his/her ability:

- Participate in annual parent-teacher conferences during which the compact shall be discussed as the compact relates to his/her student achievements
- Communicate frequently with his/her student regarding student academic, social and emotional needs. These needs should be communicated in a timely manner with the student's teacher(s) as needed or necessary
- Ensure regular two-way, meaningful communication between family members and school staff by being aware of what the student is learning in school, being respectful of the school discipline policy, understanding the expectations of the school, and being respectful to all school members and to school property

This Compact was established by MLA on January 24, 2022 and will be in effect for the period of the 2021-2022 school year. The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before March 1, 2022 and annually on or before September 30 thereafter.