

**HIGHLANDS EARLY CHILDHOOD CENTER**  
**SCHOOL-PARENT COMPACT 2024-2025**

Highlands Early Childhood Center and the parents of the students participating in activities, services, and programs funded by Title I of the Elementary and Secondary Education Act (ESEA) 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 Pennsylvania Core Standards.

This school-parent compact is in effect during school year 2024-2025.

**School Responsibilities**

**Highlands Early Childhood Center will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state's student academic achievement standards as follows:**
  - Provide engaging and rigorous learning experiences through educational best practices and research-based strategies.
  - Set high academic and behavior expectations.
  - Promote collaboration between staff, administration, parents, and community stakeholders.
  - Provide clear explanations of academic and classroom expectations to both students and parents.
  - Use differentiation of instruction and research-based interventions through the use of progress monitoring and data collection.
  - Encourage lifelong learning through parent involvement activities
  - Emphasize respect and uniqueness of students and families.
  - Enable students to become responsible citizens by providing opportunities for success.
- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Parent conferences will be held yearly in November.
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
  - Teachers will prepare and send benchmark assessment reports 3/x a year (beginning, middle, end)
  - District Benchmark Assessment and Progress Reports will be given to parents before Parent/Teacher Conferences.
  - Parents of students moving into Tier III of the MTSS model will be notified and/or invited to a MTSS Action Plan Meeting.
  - *PowerSchool* information to check student grades, attendance, and/or teacher comments will be provided to parents.
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
  - Back to School Night in September
  - Parent/Teacher Conferences in November
  - MTSS Meetings throughout the year as needed
  - Learning Support and Speech IEP meetings throughout the year as needed
  - Individual parent conferences as needed
  - Title I Night
  - Title I PAC parent meetings/workshops
  - Email
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities** (\*clearances needed)
  - Parents may observe classrooms by request
  - Parents are invited to read in classrooms\*
  - Parents are invited to Title I Night to participate in activities with their children
  - Parents may volunteer to chaperone field trips\*

## **Parent Responsibilities**

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

- Encourage proper study habits, including quiet study time at home.
- Promote my child's self-esteem by talking about schoolwork and activities.
- Reinforce respect for self and others.
- Be aware of my child's progress by checking grades and attendance on-line, attending conferences, checking my child's folder/backpack daily, reviewing schoolwork and communicating with school when needed.
- Attend school events and/or volunteer to help in the classroom or at school activities.
- Encourage good reading habits by reading to or with my child.
- Limit my child's screen time (TV, tablets, etc.) and help select worthwhile programs.
- Encourage proper hygiene.
- Follow district dress code.
- Encourage daily attendance and provide written excuse when student is absent.

## **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 work on time.
- Read at least 20 minutes a day outside of school time
- Give to my parent/guardian all notices and information from my school everyday
- Work hard and challenge myself.
- Respect myself, and others, and take responsibility for my behavior.
- Discuss with my parent/guardian what we did in school during the day
- Limit my screen time (computer, TV, gaming device) and make time for reading
- Be prepared for school every day---book bag, HW folder, pencil, ipad, etc.

## **Highlands Early Childhood Center will:**

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- Hold PAC (Parent Advisory Council) meeting(s) to inform parents of the school's participation in Title I programs, and to explain the Title I requirements, and the right of parents to be involved in Title I programs.
- Provide information to parents 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.
- Provide to parents of participating children information in a timely manner about Title I 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.
- At the request of parents, provide opportunities for suggestions, and to participate, as appropriate, in decisions about the education of their children.
- Provide to each parent an individual student report about the performance of their child on the district's benchmark assessments in Reading and Math.