

## Timpanogos School-Parent-Family Compact 2019-20

This compact outlines how parents, the entire school staff, and students will share responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

|   | <b><i>The Student Will:</i></b>  | <b><i>The Parent Will:</i></b>   | <b><i>The Teacher Will:</i></b>   | <b><i>The School Will:</i></b>  |
|---|--|--|---|---|
| <b>Academic Success</b>                           | Arrive at school on time and ready to learn  | <i>Support my children in their learning by ensuring my child attends school regularly and on time</i>   | <i>Provide high quality, engaging curriculum and instruction in a supportive and effective learning environment that enables children to meet challenging State academic standards by:</i> <ul style="list-style-type: none"> <li>• Differentiating instruction for student needs</li> <li>• Teach to the Utah Core Standards</li> <li>• Conduct frequent assessment of learning</li> <li>• Provide feedback to students</li> </ul> | <i>Provide high quality, engaging curriculum and instruction in a supportive and effective learning environment that enables children to meet challenging State academic standards by:</i> <ul style="list-style-type: none"> <li>• Schedule for learning</li> <li>• Provide extensions and interventions</li> <li>• Conduct ongoing professional development</li> <li>• Use evidence-based curriculum</li> </ul> |
| <b>Engagement</b>                                 | <ul style="list-style-type: none"> <li>• Listen</li> <li>• Participate</li> <li>• Ask for help when I need it</li> </ul>   | <i>Participate in decisions relating to the education of my children by:</i> <ul style="list-style-type: none"> <li>• Attending scheduled conferences</li> <li>• Contact school with questions or concerns</li> </ul>                              | Provide data, materials, instructions and opportunities that engage families in student success: <ul style="list-style-type: none"> <li>• Grade-level activity</li> <li>• Email</li> <li>• Walking Report Card</li> </ul>   | Provide data, materials, instructions and opportunities that engage families in student success: <ul style="list-style-type: none"> <li>• Annual Title I Meeting</li> <li>• School-Wide Activities</li> <li>• Infant Music Class</li> </ul>   |
| <b>Build Community</b>                            | Respect other students, adults and their property <ul style="list-style-type: none"> <li>• Be Respectful</li> <li>• Be Responsible</li> <li>• Be Safe</li> <li>• Be Kind</li> <li>• Be a Problem Solver</li> </ul> | <i>Volunteer when possible</i> <ul style="list-style-type: none"> <li>• PTA</li> <li>• School Community Council</li> <li>• Classroom help</li> <li>• Attend school functions</li> <li>• Friday open volunteering for reading 8:30-10 am</li> </ul> | <i>Engage in two-way, meaningful communication</i> <ul style="list-style-type: none"> <li>• Parent-Teacher Conferences</li> <li>• Frequently report student progress</li> <li>• Review School-Parent-Family Compact</li> <li>• Email/Phone/Notes</li> <li>• Provide translation services as necessary</li> </ul>  | <i>Engage in two-way, meaningful communication</i> <ul style="list-style-type: none"> <li>• Provide opportunities for parents to volunteer, observe, participate in decision making</li> <li>• Provide translation services as necessary</li> </ul>   |
| <b>Home &amp; School Communication Connection</b> | Take home my backpack every day, complete and return all assignments, read daily for 20 minutes  | <i>Support my child with a positive use of extra-curricular time by:</i> <ul style="list-style-type: none"> <li>• Establishing a distraction-free place and time for assisting my child with assignments</li> </ul>                                | Provide timely and meaningful feedback on assignments, assessments, student behavior  | <i>Send home 4 standards reports per year, parent link notifications, newsletters, flyers and brochures</i>   |

\*Italicized items represent those required by ESSA section 1116(b)

This document was developed jointly by a team of parents, teachers, and administrators between 3/19 and 8/19.