HOOVER HIGH SCHOOL
TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Hoover High School distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

- The school’s responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child’s achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children’s progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment
- Involve students in AVID strategies to enhance learning
- Provide a culture in which all students set goals and build skills that will help them to be successful in high school, higher education, and in their future careers
- Foster a safe and positive learning environment with a consistent application of the site discipline plan
- Create a welcoming environment for students, families, and community members

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- Communicate with parents through frequent reports on their child’s progress such as: newsletters, phone calls, conferences, e-mails, and student study teams
- Provide opportunities for learning beyond the school day for students and parents
- Prepare students to be college and /or career ready.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Serving on school committees and volunteering when possible.
- Contacting teachers and counselors about concerns in a timely manner
- Making sure our children attend school daily, on time, prepared, and ready to work and learn
- Holding high expectations for our children and regularly monitoring our children’s progress
- Supporting the programs of the district and the school including the district and site discipline policies.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Support the organizational strategies of and school by:
  - checking the student planner for assignments and communications, and reviewing student homework
  - limiting TV viewing, video and computer use, and encouraging daily reading at home,
  - Reading and responding as necessary to all communications from the school,

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Serving on school committees and volunteering when possible

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The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Provide opportunities for parents to volunteer, to become an active member of the school and to participate in site decision making committees.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Create a welcoming environment for students, families, and community members by offering translation services and documentation on multiple languages.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Create a welcoming environment for students, families, and community members.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Provide opportunities for learning beyond the school day for students and parents.

This Compact was adopted by Hoover High School on September 16, 2020, and will be in effect for the period of 2020-2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 30, 2020

Jason Babineau, Principal

Signature of authorized Official here

9/17/2020

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