



Arts Academy Charter Middle School

PARENT COMPACT

This school-parent compact is in effect during the school year 2023-2024.

The Arts Academy Charter 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), and AACMS students agree that this compact outlines how the parents, the entire school staff, and the student body will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help the children achieve the State's high standards.

School Responsibilities - The Arts Academy Charter Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the AACMS children to meet the State's student academic achievement standards as follows:
 - Curriculum is written in conjunction with PDE Standards Aligned System (SAS) and frequently updated information provided by partnership with IU21 is added. Curriculum is maintained and evaluated regularly by members of the Curriculum Committee of the Board.
2. 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:
 - During the November week of Thanksgiving each year.
 - Conferences are also held at the request of parents/teachers.
 - Email communication between parents and teachers is highly promoted.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Quarterly, with printed report cards each semester (Q2 & Q4/final).
 - Progress reports at quarter mid-way (if student is in danger of failure).
 - Parent Portal ongoing online access to student grades through PowerSchool.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Teachers are required to respond to emails from parents, as well as phone calls, within a reasonable period of time. In this way, teachers are always available to parents. The request to teachers is that they respond to a parent within two days, at least acknowledging receipt of an email or phone message.
 - Additionally, teachers are provided with substitute coverage to meet with parents, as deemed appropriate by administration.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- Parents are permitted to schedule a meeting to meet with teachers and administration as deemed appropriate by administration.
 - Once annually, during American Education Week, parents are invited to visit classrooms.

Parent Responsibilities

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

- Monitoring attendance and proper nutrition/hygiene.
- Making sure that homework is completed.
- Monitoring the use of social media used at home and in school
- Volunteering in school activities and performances (with proper clearances).
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school either received by my child or by mail and responding, as appropriate.
- 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 Policy Advisory Council, the State's Committee of Practitioners, or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and strive to achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school.
 - Give to my parents, or the adult who is responsible for my welfare, all notices and information received from my school.

Additionally, AACMS will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an ongoing and timely manner.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely manner.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, 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 a 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 as many parents as possible are able to attend. The school will invite to this meeting parents of children participating in Title I, Part A programs (participating students), and will encourage attendance.
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 practical, 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 of the performance of their child on the State Testing.
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).