

TITLE I - TARGETED ASSISTANCE PLAN 2021-2022

DODGE COUNTY ACHIEVEMENT CENTER

1400 M. L. King Jr. Dr.

Eastman, Ga. 31023

Dr. Patricia Connell, Principal

DODGE COUNTY SCHOOL SYSTEM

TABLE OF CONTENTS

DCAC Title I School Improvement Team Members	3
Component 1: Instructional Strategies and Programs	3
a. Grades and subject areas to be served.	
b. Instructional strategies to be used.	
c. Scheduling models to be used.	
d. Supplemental instructional activities.	
Component 2: Methods of Identifying Students with the Greatest Need	5
Component 3: Provisions to serve all Eligible Students	7
Component 4: Instruction by Highly Qualified Staff	7
a. Description of Provisions for Instruction by Highly Qualified Staff.	
b. Professional Development Opportunities for all Staff.	
Component 5: Strategies to Increase Parental Involvement	8
Component 6: Coordination of Title I Resources with Other Resources	10
Component 7: Progress Monitoring	10
a. Process for On-going Review of Student Progress.	
b. Process to Provide Additional Assistance to Meet State Standards.	
Component 8: Annual Assessment of Progress	11
Appendix A	12
Appendix B	13
Appendix C	19

DCAC TITLE I SCHOOL IMPROVEMENT TEAM MEMBERS

NAME	POSITION
Dr. Patricia Connell	Principal
Elaine Pittman	DPLC Lead Instructor
Lynn Durden	DPLC Site Coordinator
Arthur Lott	DCAC Lead Instructor
Tammy Jones	DCAC Instructor
Denise Brown	Federal Programs Director
Cedric Jordan	Student Support Services Coordinator

The Title I Targeted Assistance Plan (TAP) is reviewed by the DCAC School Council. Parent Involvement representatives from the council provide feedback regarding the creation and revision of the TAP. A copy of the TAP is available at the DCSS Board of Education Office and the DCAC office for review by all DCAC stakeholders.

1. Instructional Strategies and Programs –

An analysis of data from the Spring 2021 Milestone assessments was completed in order to identify specific areas of need. The team investigated the achievement gaps for our students with disabilities (SWD) and economically disadvantaged subgroups in all subject areas from their previous schools. The team also analyzed behavior data from Educator’s Handbook. While there are many needs that exist, the team determined to focus resources towards providing Math support in order to address related learning needs in all content areas and providing restorative justice practices when behavior issues arise.

a. Grades and subject areas to be served:

Identified students in grades 6-12 meeting the criteria outlined in this plan, will receive services to support Math skills through targeted instruction. Certified teachers will be contracted to work with the students one-on-one on math. Heart of Georgia RESA will be providing one-on-one services in math virtually. The material will provide students with foundational through operational skills that will support student mastery of the Georgia Standards of Excellence. Targeted participating students will receive reinforcement through specific strands in Mathematics.

Students in grade 6-12 will receive services to address social-emotional behavior through restorative justice. Trained staff will implement restorative justice practices with students on a daily basis and as needed. Restorative justice practices will provide students with the opportunity to remain in school, while also addressing the behavior concern through online modules and other practices.

b. Instructional strategies to be used will include a mixture of high impact, evidence-based programs and practices, including:

1. Certified Math teacher to provide services as the DCAC Math Support teacher to targeted participating students.
2. Address deficits for Ga. Milestones in Mathematics.
3. Differentiation of instruction
4. One on One Tutoring
5. Provide effective feedback
6. Edgenuity Software
7. Trained staff to implement restorative practices
8. Restorative justice modules

c. Scheduling Models to be used:

- Identified students, meeting the criteria outlined in Component 2 of this plan, will be served through targeted Mathematic skills that will be taught by a certified teacher.
- One hour of each school day will be devoted to Math skill building.
- Thirty minutes of each school day will be devoted to restorative justice practices by trained staff members

d. Supplemental Instructional Activities: The students identified for targeted Mathematics skills will complete assignments supplemental to their regular Math course. Among the supplemental instructional activities to be used by the Math Teacher are the following:

- Individual and small group instruction based on benchmark assessment results.
- Math Skills Related Educational Software, Edgenuity, used with interactive boards.
- Differentiation based on engagement levels and student interest.
- One-on-One Tutoring

The students enrolled in the school will complete modules to address social emotional learning. Among the modules to be used are the following:

- Check In/Check Out Circles daily with trained staff
- Modules as needed throughout enrollment
- Orientation meeting with parents/guardians of the students upon entrance
- Midpoint meeting with parents/guardians of the students
- Exit meeting with parents/guardians of the students

2. Methods of Identifying Children with the Greatest Need –

While students are generally meeting minimal state standards on the state standardized tests, specific student subgroups are performing below the Dodge County and State averages. The economically disadvantaged subgroup and the students with disability subgroups are typically scoring below the average system and state scores. Although this disparity is apparent across many contents, the team recognized low performances on the math EOG and EOC. From this data analysis, the team developed criteria to meet the identified needs of Math support. The Title I Targeted Assistance Program to be provided will use multiple criteria to determine students with the greatest academic need. Students will be placed in the Mathematic Skills group based upon their scores on state-mandated tests and grade performance.

According to data from Educator's Handbook, multiple days of instruction were lost due to OSS days in relation to behavioral issues. The OSS days assigned were actions given in relation to the school's discipline procedures plan. The economically disadvantaged subgroup had the highest amount of OSS days assigned. From this data analysis, the team determined that due to the number of OSS days assigned, students would benefit from a social-emotional learning curriculum. All students in the alternative education setting will participate in the social-emotional learning curriculum on a daily basis.

The multiple selection criteria used will be the Math EOG/EOC and whether or not a student was promoted or administratively placed. The weight will be as follows:

EOG (Math)

265-400 = 5 points

401-474 = 4 points

475-500 = 3 points

501-524 = 2 points

Above 525 = 1 point

Algebra EOC

0-49 = 5 points

50-59 = 4 points

60-69 = 3 points

70-79 = 2 points

90-100 = 0 points

80-89 = 1 point

Retention Status

2 or more years behind grade level = 5 points

1 year behind grade level = 3 points

On grade level = 0 points

Report Card Grade -Math

Below 60 = 5 points

60-69 = 4 points

70-79 = 3 points

80-89 = 2 points

90-100 = 1 point

GAA Scoring

Emerging Progress = 5 points

Established Progress = 3 points

Extending Progress = 0 points

Total points will be calculated for each student by subject area and students will be rank ordered from the greatest number of points to least number of points. The maximum weight is 10 points. All students will be served based on academic need with economically disadvantaged students prioritized in accordance with the Federal rank order.

3. Provisions to Serve all Eligible Students –

All eligible students, including economically disadvantaged, disabled, migrant, LEP, and homeless children will be served during the regular school day in targeted math skills.

Targeted students receiving services during this period will receive assistance to address deficits four days a week during the targeted Math skills remediation period.

All students enrolled in the alternative education program will receive restorative practices through a social-emotional learning program.

4. Instruction by Highly Qualified Staff –

a. Description of Provisions for Instruction by Highly-qualified Staff

DCAC intends to employ a highly qualified teacher certified by the State of Georgia with a Math (6-12) certification to provide instruction to students enrolled in the Title I Targeted Assistance Program. The Dodge County School System monitors the Highly Qualified (HiQ) assignment of all teachers. It is the intention of the school system to provide students with highly qualified teachers at each site and ensure that there is an equitable distribution of teachers. Teachers are reimbursed using Title II-A funds when they pass the appropriate certification examination; additionally, teachers who are seeking certification in critical areas and participate in the Georgia Teacher Alternative Preparation Program (TAPP) receive one half of their TAPP tuition throughout the program until completion of the program. Finally, teachers participate in a variety of professional learning activities to assist in attainment of “Highly Qualified” status.

b. Professional Development Opportunities for Teachers and Other Staff -

The teachers that will be employed to serve targeted participating students under this plan will be provided professional development opportunities afforded other DCAC teachers and staff as listed below. In addition, the teachers will receive appropriate professional development in adult literacy programs, practices and strategies.

- Edgenuity learning software
- RTI Strategies
- GLRS Professional Development Resources
- Professional Development offered through HGRESA
- Professional Development offered through Dodge County School District
- Attendance at Conferences and Seminars

5. Strategies to Increase Parental Involvement –

Strategies planned to increase the level of parental involvement based on the LEA Parental Involvement Policy. DCAC continually works towards involving parents and the community as partners in the education of students. The school has established a **Parent and Family Engagement Policy (See Appendix A)**. The policy assures parents that their feedback will be sought on the school's performance, lists specific ways in which parents can be involved, and extends opportunities to participate in monthly parent education sessions/workshops. A **School-Home Compact** has also been developed and is used to enlist parents' support in getting their children to meet grade level expectations and standards (**See Appendix B**). Effective at the beginning of each school year, the parent policy and compact will be disseminated to all parents of eligible Title I students at DCAC. The compact, which is viewed as an agreement, will be reviewed and discussed at initial conferences at the beginning of the school year and at scheduled progress conferences throughout the year. Signed copies of the compact will be collected and placed in the student's file, sent to the parent involvement coordinator, and provided to the parents for their reference on an annual basis. The terms of the compact will be referenced repeatedly throughout the school year as appropriate.

A number of strategies and activities are incorporated into events at DCAC to increase parent involvement. Many of these activities are designed for all parents, while others will target parents of students participating in the Title I Program. Parental involvement strategies and activities include:

- **Title I Orientation:** An informational meeting to provide parents with an understanding of the Title I program as well as how services are being provided at DCAC.
- **Curriculum Familiarization:** This is an effort to create more informed and aware parents regarding the academic status of their children at DCAC. It also gives parents an opportunity to play a larger role in their child's academic success by allowing them to use the knowledge obtained to help keep their child on track to becoming a successful life-long learner.

- **Title I Revision Night-Parent Feedback Meeting:** Parents meet with Title I contact and administrative team to give feedback and make suggestions regarding improvement to the school's Title I program.
- **Stakeholder surveys:** including a Title I Program survey, will continue to be conducted with parents during the school year to receive feedback on the school's performance and Title services provided to targeted participating students.
- **DCAC Stakeholder Communication:** faculty and staff communicate with parents using multiple sources of communication. These include but are not limited to: student agenda planners, weekly progress reports, monthly calendar days, and flyers, signs posted around campus, school website, school marquis, and "Remind One".
- **School Council:** meetings are scheduled to give and provide parents and community representatives with school updates.
- **Open house:** is held at the beginning of the year.

6. **Coordination of Title I Resources with Other Resources-**

Currently at DCAC, several federal, state and local services are incorporated to increase overall student achievement and mastery of the Georgia Standards of Excellence. Listed below are resources that will be coordinated with Title I funds to provide the programs that will be needed to support services outlined in this plan. Title I resources will be used to supplement the GSE and current resources used to address Math across the curriculum. The Title I teacher will be responsible for maintaining inventory control of the Title I resources. Current sources of funding include but are not limited to building and system level funding, special education funds, professional learning funds, and technology funds.

- **Title I:** Will provide supplemental instructional materials and programs for eligible students enrolled in the Targeted Assistance Program for all core academic instruction. Edgenuity and Study Island will be used for core academics.
- **Special Education:** Provide Highly Qualified Special Education Teachers; purchase specialized instructional materials and equipment; and provide professional development.
- **Title III (ESOL):** There are currently no ESOL students attending the Dodge County Achievement Center. However, if at any time, ESOL students are enrolled, those students will be provided the same quality education as any other student including ESOL services.

7. Progress Monitoring of Students

a. Process for On-going Review of Student Progress –

The process to be used in monitoring the progress of participating students will consist of the following steps:

- Using exercises such as “Study Island” to assess students’ current reading level at the beginning of the school year and every nine weeks.
- Review students’ progress at each four and a half (4.5) week mark to check for improvement in all classes.
- Team meetings that consist of Title I teacher and an administrator at each nine week mark.
- Compile all information and create a progress monitoring chart to review improvement for each student with special focus on progress in Reading and Writing.

b. Process to Provide Additional Assistance to Meet State Standards -

Student Data will be analyzed at each nine (9) week interval. Evidence of student performance will be determined through an analysis of student grades, standard

evaluations, teacher reports, and other performance data. Additional assistance may include initiating face-to-face meetings with parents and their children to provide selected materials, strategies, and other resources to assist in meeting content standards. A team will be formed to evaluate the Title I program and to revise it as needed. The team will meet a minimum of one time a year.

8. Annual Assessment of Students –

The following are some procedures for annual assessment of students for meeting state and local expectations. Formative and summative assessments will be utilized to determine whether participating students are meeting state and local expectations.

- Analysis of student test scores on standard tests will occur at least every nine weeks.
- All eligible students will participate in mandated state testing (EOG, EOC) and their results will be reviewed to determine progress in targeted areas of instruction

APPENDIX – A: DCAC Mission and Vision Statement

PURPOSE

The purpose of the Dodge County Achievement Center (DCAC) is to allow students who have not, or cannot conform to the requirements society has set forth, specifically in the area of free public education, a final chance to take advantage of a quality education provided by this community. The faculty of DCAC will strive to give these students the opportunity to either return to the regular classroom with their peers, give them the means to

complete their education separately, or insure the education of other students is not interfered with.

Dodge County Achievement Center Mission

The mission of the **Dodge County Achievement Center** is to provide a meaningful and measurable alternative educational experience for students who have demonstrated difficulty or unconformity in the traditional school setting. The Dodge County Achievement Center is committed to provide a safe, positive, student centered, and academically equitable **Alternative Education Program** for all students attending the Dodge County School System.

Dodge County Achievement Center Vision

The vision of the Dodge County Achievement Center is to maintain an environment of structure, equity, and control. **An environment designed to encourage students** to value the quality of instruction and participation provided to all the students attending the traditional school settings of the Dodge County School System.

APPENDIX – B: Parent Involvement Policy

PART I: GENERAL EXPECTATIONS

(2019-2020) School Parental Involvement Policy

School: Dodge County Achievement Center District/LEA: Dodge County School System

In support of strengthening student academic achievement each school, that receives Title I, Part A funds, must develop jointly with, agree on with, and distribute to parents of participating children a written parental involvement policy, agreed on by such parents, that contains information required by section 1118 (b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The school will adhere to the following as required by law:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under Section 1114 (b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA).
- Update the school parent involvement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parental involvement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the school-wide program plan under Section 1114 (b) (2) of the ESEA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parental involvement and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) That, parents play an integral role in assisting their child's learning.
- (B) That, parents are encouraged to be actively involved in their child's education at school.
- (C) The, carrying out of other activities, such as those described in Section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOLWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. **Dodge County Achievement Center** will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including involvement in the decisions regarding how funds for parental involvement will be used.

Annual Input meeting will be held in the spring to solicit from parents/families on how to spend the Title I set aside. A sign in sheet, agenda and minutes will be kept by Principal of DAC. Parents will also be notified about the opportunity to provide input regarding spending Title I Parent set aside via school website, letter to parent, and remind 101.

An annual review of the Title I program at DAC will be held when each student begins at DAC with parent. This meeting will present the DAC Title I information to all parents/families. Parents/Guardians will sign in as proof of meeting.

2. **Dodge County Achievement Center** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parental involvement policy, the school-wide plan, and the school-parent compact.

- *DCAC will utilize multiple forms of media sent home to parents/families of meeting dates, locations, and times.*

3. **Dodge County Achievement Center** will take the following actions to offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental involvement.

DCAC will offer parent meetings at multiple times of day to increase parent involvement. If a parent is unable to attend, the parent will have access to the information presented at the meetings.

4. **Dodge County Achievement Center** will take the following actions to provide parents of participating children the following:
 - Timely information about the Title I programs.
 - Description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

All parents are invited to participate in Title I program input meeting and planning. DCAC utilizes parent meetings, email, flyers, and social media, including our school website to invite all parents to participate in parent activities for the purpose of Title I program planning. Information about our Title I program, including our Title I Parent involvement policy, School improvement Plan, and School Compact are published on our school website and are available at counselors' office, and parent feedback and input is invited on these plans.

Parent conferences will be held throughout the year. In addition to scheduled parent conferences, teachers maintain contact with parents by phone and email. Conference times are offered at flexible hours to accommodate parent schedules.

5. **Dodge County Achievement Center** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and 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 to help children achieve the state's high standards.

- *When developing the School-Parent Compact, parents are asked to participate in the needs analysis of DCAC.*
- *Dodge County School System has developed a parent survey that is sent to all DCAC parent/families in the spring. The results of this survey are used to develop the Title I plan for the next year.*
- *A parent meeting is held to present a draft of the School-Parent compact and input from parents is solicited at the parent input meeting.*
- *A sign in sheet, agenda and minutes will be kept by the Principal at DCAC as evidence of meeting(s).*

6. **Dodge County Achievement Center** will build the school's and parents' capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below.

- A. **Dodge County Achievement Center** will provide assistance to parents of participating children, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- The State’s academic content standards.
- The State’s student academic achievement standards.
- The State and local academic assessments including alternate assessments.
- The requirements of Part A.
- How to monitor their child’s progress.
- How to work with educators.

The parental education will be discussed to parents at beginning of term at DCAC with each Parent/Guardian.

Updates about student growth, achievement, and behavior are sent home to Parents in the middle and end of the nine weeks grading period. Parent conferences will be held throughout the year. In addition to scheduled parent conferences, teachers maintain contact with parents by phone and email. Conference times are offered at flexible hours to accommodate parent schedules. Informational material, including developmental health, college/career, and study skill materials, are available in our counselor’s offices.

B. **Dodge County Achievement Center** will provide materials and training to help parents to work with their child to improve their child’s achievement in testing, such as literacy training and using technology, as appropriate, to foster parental involvement by:

- *Weekly progress reports are sent home.*
- *Parent and student meeting conducted by the home school principal before Re-entry.*

C. **Dodge County Achievement Center** will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and the school by:

- *Providing professional learning sessions for teachers and staff on the importance of communicating with parents about positive behaviors and advancements in achievement, along with keeping parents informed when their students are struggling or having behavior difficulties.*

D. **Dodge County Achievement Center** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- *Invitations to parent activities will be posted on the Dodge County Schools website and DCAC Facebook page.*

E. **Dodge County Achievement Center** will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

- *Invitations to parent activities will be posted on the Dodge County Schools website.*
- *DCAC students do not have outside activities at school.*

The DCAC Title I Policy and School Improvement Plan will be posted on the school website and will be available in the school lobby.

F. **Dodge County Achievement Center** will provide other reasonable support for parental involvement activities under Section 1118 as parents may request by:

- *Offering meetings at beginning of term at DCAC for student one on one with parent.*

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Indicate which of the following discretionary school parental involvement policy components the school will implement to improve parental involvement.

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training.

- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the involvement of other parents.
- Establish a school-wide Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

APPENDIX – C:

Dodge Achievement Center
1400 Martin Luther King Drive
Eastman, Georgia 31023
PARENT-SCHOOL COMPACT
2021-2022
Revised 7-30-21

Dodge County School District Goals:

We strive to increase student achievement by communicating and being partners with parents and students. We also provide and maintain safe and well kept facilities in order to provide healthy and appropriate learning environments.

Dodge County Achievement Center Goals:

Common Core Georgia Performance Standards are implemented effectively and efficiently in 100%. This is evidenced by students achieving at state performance targets on the Milestone tests in 9th Grade Literature and Composition, American Literature, Coordinate Algebra, and Analytical Geometry. In addition, students will demonstrate college and career readiness and obtain a graduation rate of 99%

School Responsibilities: Dodge County Achievement Center will:

1. Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the high student academic achievement standards.
2. Hold Parent/Teacher conferences during which this compact will be discussed as it relates to each individual student's achievement. Staff will be available for consultation with parents after students are dismissed or at a time mutually agreed upon by parent and staff member during the school year. The School-Parent Compact will be discussed at conferences to hold everyone accountable and ensure the student is successful at school. You may contact your child's teacher at 478-374-4756 to schedule a conference.
3. Provide parents with frequent reports on their child's progress. The school will provide progress reports as follows: progress reports will be sent home every week, every 4 ½ weeks and report cards every 9 weeks. Parents may also see grades by utilizing the Parent Portal on the school's website.

Parent/Guardian Responsibilities: We, as parents, will support our child's learning in the following ways:

1. Have student in DAC as requested to complete assigned time to graduate on time.
2. Ask open ended question of daily school work. Encourage good behavior at school for success.
3. Keep in close contact with teacher at DAC of progress of child and behavior by parent parent portal, emails, weekly communications.

Student Responsibilities: We, as students, will share the responsibilities to reaching high academic goals and standards in the following ways:

1. Be at school on time and ready to work each day.
2. Work on schoolwork for at least 16 hours of academic progress over a five day week.
3. Respect Classroom rules and others as listed in DAC handbook.
4. Maintain academic progress at a rate adequate to keep on target with their peers at their home school.

Dodge County Achievement Center, students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve that State's high standards. This School/Parent Compact is in effect during the school year **2021-2022**.

Please sign and date below to acknowledge that you have read, received, and agree to the attached School Compact. Return and signed School Compact to your child’s teacher. The School Compact will be discussed with you throughout the year at different parent involvement events and Parent/Teacher conferences as we work together to help your child succeed in school. We look forward to our partnership with you!

Teacher Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature _____ Date: _____