International High School at Largo

School-Parent Compact for Title I Schools 2024-2025

C. Shared Responsibility: Section 1116 (d) School-Parent Compact Elementary School Staff and the parents of the students participating in activities, services, and programs funded by Title I Part A, agree that this school-parent compact outlines how the parents, the school staff, and the students will share responsibility for improved student academic achievement.

School personnel responsibilities: Describe how the school will:

- Provide high-quality curriculum and instruction that enables children to meet the State academic standards in a supportive and effective learning environment. Section 1116(d)(1).
- Conduct parent-teacher conferences in elementary schools during which the school-parent compact is discussed as it relates to the individual child's achievement. Section 1116 (d) (2)(A).
- Provide parents and families with frequent reports on their child's academic progress Section 1116 (d) (2)(B) Keep parents informed and listen to needs.
- Provide parents reasonable access to staff including opportunities to observe classroom activities, volunteer, and participate in any school function. Section1116(d)(2)(C)
- Ensure regular two-way, meaningful communication between home and school in a language the parents and families can understand. Section 1116 (d) (2) (D)

As a Parent of a Title I student, I agree to:

Section 1116 (d)(1):

- Monitor my child's attendance and grades in SchoolMax
- Encourage my child to strive for advanced coursework
- Take advantage of community resources
- Read communication sent by the school

As a student of a Title I school, I agree to:

Section 1116 (d):

- Show citizenship in the classroom by being responsible, prepared, and focused
- Be accountable by turning in assignments on time
- Show respect by showing up every day on time
- Be engaged by actively participating and communicating with teachers about academic progress

| rincinal· | Date: | Parent/Guardian: | Date: | Student: Grade: | Date: |
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