



## Clover Garden School

*"Home of the Grizzlies"*



### School-Parent Compact

Mission Statement: *Clover Garden School will foster community, generate enthusiasm, challenge students academically and produce successful citizens.*

Clover Garden School is based on the understanding that an academic education is only one component of a student's overall developmental needs, and that families must be active partners in students' education and development.

At Clover Garden School, families and school staff commit to be mutually supportive, working together to enhance each child's development, and to ensure the success of Clover Garden School.

Clover Garden School and the parents of students participating in activities, services, and programs funded by Title 1, Part A of the Every Student Succeeds Act (ESSA) agree that this compact outlines how the parents, the Clover Garden school staff, and the 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 that will help children achieve the state's high standards. This School-Parent compact is in effect during the school year 2023-2024.

### Clover Garden School Families Agree to the following expectations: (Staff, Students, and Families Working Together)

1. Communicating honestly and frequently regarding student progress and parent, student, and teacher fulfillment of those responsibilities.
2. All parties will work to reinforce appropriate, safe and respectful behavior and academic endeavors specific to the school's Code of Conduct and Behavior Matrix found in the Student/Parent Handbook.
3. Understand that learning takes commitment and perseverance for all involved.
4. Seeking family, staff or peer support to enhance learning.
5. Role-model respectful and kind behaviors and attitudes that enhance the learning of others and promote a culture conducive to learning and which adhere to our school's charter agreement.
6. Attending Clover Garden School functions regularly and volunteering when able. The encouraged expectation is that every CGS family donates at least four hours monthly of volunteer service to the school. This expectation encourages our families, students, and staff to build relationships both in and outside of the classroom. We encourage our families and staff to take ownership of the school's needs and participate whenever able or possible.
7. Make education and learning a priority.

### Standards and Expectations for School Staff

1. Full compliance with the school's mission statement with focus on the three pillars found within our Charter Agreement: Academics, Honor, and Community. Academic standards, assignments, and expectations are centered around those three pillars.
2. Create a safe, orderly, challenging, and nurturing learning environment.
3. Communicate honestly and frequently to parents and students regarding student progress throughout the entire length of the course/class.

4. Support peers, parents, and students to ensure an environment conducive to learning.
5. Not supporting or enabling student, family, staff or school behaviors that are contradictory to the school's mission and overall culture/climate.
6. Ensure curriculum development and cohesiveness by way of pacing guides, lesson plans, and monitoring of state standards and objectives.
7. Support families in ways they can enhance their own abilities to help their student to be successful. Provide assistance as necessary to help parents understand local and state academic assessments and how to interpret them. Provide materials, resources, or information that can positively benefit parents and students to be successful in educational content.
8. Act as a liaison to resolve conflicts.
9. Communicate honestly and respectfully the concerns about the school compact and hold each other accountable if the expectations aren't being followed or met.
10. Be willing to provide resolution to problems.
11. Provide an opportunity annually for parent-teacher conferences and quarterly as needed.
12. Progress Reports will be sent out mid-way throughout each of the four 9 week quarters.
13. Report Cards will be sent out at the conclusion of each quarter or 9 weeks of instruction.
14. Reasonable access to families is available via phone conferences, virtual conferences, scheduled before or after school, meetings are offered during teacher planning time, email, and through Canvas messaging.
15. Parents may observe in the classroom with notice to their child's teacher. Parents are also encouraged to volunteer in the classroom or throughout the school at various school events. Parents can reach out to his or her child's teacher and/or view the volunteer sheet that will be available on the website.
16. The school and teachers will provide families with a weekly newsletter that contains important information and updates regarding school business. Material will be shared in multiple languages to ensure equity among all of our CGS families.
17. Parents will be provided with links to [NCDPI's website](#) which contains information regarding state standards and objectives, testing/assessment information, and directions on how to monitor student achievement via online learning platforms (Canvas/PowerSchool). Videos will be available on the school's website for easy access and training sessions planned for those interested. Parents can also request individual training sessions with the technology facilitator.
18. Train teachers and staff on the importance of incorporating parents into the decision making process for his or her student(s).
19. A link will be on the website in which parents can access various materials to use with their students at home to reinforce skills taught at school. If parents navigate to the school's website at [www.cgsnc.org](http://www.cgsnc.org) and go to the Grizzly Den and click on "parents", there is a link to resources there. Parents are also encouraged to attend EC parent nights, curriculum night and subject specific nights (ELA, Math, or Science) to learn more information regarding school programming.
20. The school will partner with local preschools to schedule transition meetings for incoming Kindergarten students that already have an IEP plan in place (not limited to: speech, OT, etc.) to ensure a smooth transition into the Kindergarten classroom.
21. Distribute annual surveys to the student/parent community (mid-year) to obtain feedback related to teaching practices/standards and ways on which to improve effectiveness. In each Sunday weekly newsletter, there will also be an FAQ section in which parents can ask questions and receive immediate feedback the following week.
22. Offer child care opportunities on site in order to help parents participate in school-related meetings.

23. Use the PTT (parents/teachers/together) organization, the Athletic Boosters program or Band Booster Program to help encourage parents to participate in those organizations and be involved in school events. Involve these parents in collecting feedback and thoughts related to the school's overall academic programming.

### **Standards and Expectations for Students**

1. Complete and turn in quality, well thought out and honest school work by meeting deadlines set by the teachers. Take ownership in your learning and academic journey. Make each instructional minute count.
2. Make learning a priority by arriving at school on time, prepared and ready to learn.
3. Adhere to the expectations, policies and procedures found in our school's Code of Conduct located in the Student/Parent Handbook.

### **Standards and Expectation for Parents**

1. Agree to uphold the expectations stated in the "Families" section above.
2. Agree to abide by and support the expectations listed in the school's Student/Parent Handbook.

### **School-Parent Compact Compliance Issues**

If you feel that the School-Parent compact isn't being executed as outlined above, you have the option to report any compliance issues to administration or to the CGS Board of Directors. We also have a Parent Advisory Committee that will assist in the development of improvement plans if compliance issues arise. They will be given guidance by administration as needed. The complaint will be reviewed and action will be taken to ensure all parties are being compliant with the School-Parent compact as described above.

### **Steps for addressing non-compliance issues with the School-Parent Compact:**

1. Families who believe the school is not complying with the School-Parent compact or if the school believes a parent is in non-compliance with the compact, the following actions will be taken in sequence, as needed:
  - a. Consult directly with the party not fulfilling the agreement. Express your concerns clearly and honestly and ask for specific actions that will correct the situation. Allow time for improvement.
  - b. Parents will notify the Assistant Principal of issues of concern. Parents may also be notified by the Assistant Principal if there is a concern with non-compliance of the compact. A meeting will be scheduled for you, the Assistant Principal, and our Parent Advisory Committee. Together, you will make a plan for improvement and set a timeframe for evaluation of its success.
  - c. Parents can notify the school's Principal to ask for assistance in correcting the situation if the issue is still unresolved. The Principal may reach out directly to parents for non-compliance issues. Both parties will agree upon a time frame for which evaluation of the new improvement plan will take place.
  - d. Notify the Director if concerns still exist and/or the Director will reach out to the parents directly in cases of non-compliance concerns.