School-Family Compact

**School Year 2023-24**

Dear Parent/Guardian,

We believe that working together as a team with families enhances students’ learning and academic growth. We value the role of families in helping students achieve high academic standards and we expect students to do their part by working to the best of their ability. The Compact outlines the ways parents, students, and school staff, build and maintain a partnership and share the responsibility for students’ learning. The parents, students, and PCM staff partnered together to develop this school-parent compact for student achievement. Teachers suggested home learning strategies, parents and guardians added input about the types of support they needed, and students told us what would help them learn. We will continue to solicit feedback annually bout our plan but feel free to reach out at any time with questions, concerns, and feedback.

To understand how working together can benefit your child, it is important to understand the school’s goals for student academic achievement.

# English Language Arts Goals for PCM Students

All students will demonstrate developmentally appropriate academic growth and proficiency every academic year. This growth and proficiency will be tracked using a variety of data points including: NWEA MAP (Measure of Academic Progress), Smarter Balanced Assessment (SBA) and end of year score and growth measure from Montessori classroom-based assessments aligned with Common Core State Standards.

# Math Goals for PCM Students

All students will demonstrate developmentally appropriate academic growth and proficiency every academic year. This growth and proficiency will be tracked using a variety of data points including: NWEA MAP (Measure of Academic Progress), Smarter Balanced Assessment (SBA) end of year score and growth measure from classroom-based assessments aligned with CCSS and (name of Montessori math curriculum).

PCM’s goal is for all students accessing grade level content to demonstrate grade level proficiency by the end of each academic school year. Those who do not demonstrate proficiency during the year will receive interventions from intervention specialists in the targeted areas of concern as evidenced by data collected and overseen by from our Title 1 staff member.

***School Responsibility*:** As a school we agree to support all students’ learning in the following ways:

* Provide a learning and social environment that ensures all students will meet or exceed standards.
* Provide high quality curriculum, instruction, and learning materials.
* Provide you with assistance in understanding academic achievement standards and assessments.

and how to monitor your child’s progress

* Provide opportunities for ongoing communication through:
	+ Parent-teacher conferences
	+ Reports regarding your child’s progress
	+ Opportunities to talk with staff, volunteer at the school, observe and participate in classroom and school wide activities.

***Student Responsibility*:** As a student I agree to show responsibility for my learning in the following ways:

* Attend school regularly and arrive on time.
* Show positive school behavior by following the school rules and practicing our LEADERS core values.
* Strive to do my personal best and ask for help when needed.
* Read every day outside of school time.
* Give Parents/Guardians all notices and information received from school.

***Family/Guardian Responsibility*:** As Parent/Guardian I agree to support my child’s learning in the

following ways:

* Ensure that my child attends school regularly and arrives on time.
* Encourage my child to show positive school behavior and to follow school rules and practice the core virtues LEADERS core values.
* Engage in discussion with my child about work they are doing at school.
* Read to my child or engage in family reading circles at least 30 minutes daily at home.
* Volunteer in my child’s school and classroom if time or schedule permits.
* Attend Family University events as possible.
* Attend parent-teacher-student conferences and participate, when appropriate, in decisions relating to the education of my child.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Family Compact. Once signed, please return the form to your child’s teacher. We look forward to our school- family partnership!

School Representative Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian Signature: Date: Student Signature: Date: Printed Student Name:

PCM shall not discriminate in any programs or activities or against any student, employee, or any other person on the basis of age, sex, race, creed, belief system/religion, color, marital-partnership status, status as a victim of domestic violence, national origin, alienage or citizenship status, veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal, and provides equal access to the Boy Scouts and other designated youth groups. Furthermore, PCM shall not discriminate on any other ground that would be unlawful if done by any other public school. PCM shall take all steps necessary to ensure that discrimination does not occur, as required by state and federal civil rights, and anti-discrimination laws.

For any questions, concerns, or to report violations, please contact one of the following coordinators:

* Title IX/Sex Equity Officer & HIB Compliance Coordinator/Officer – Jared Kuhn – JaredK@myPCM.org
* Gender Inclusive School Coordinator - Laylah Sullivan - LSullivan@myPCM.org
* Civil Rights Compliance Coordinator - Jill Stansbury - JillS@myPCM.org
* Section 504 & IEP Program Manager - Emily Klein - EmilyK@myPCM.org
* Homeless/McKinney Vento Liaison – Michael Moll-Fuller – MichaelM@mypCM.org
* State Assessment Coordinator – Jill Stansbury - JillS@myPCM.org

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