

Clear Fork Valley Local Schools



2025- 2026 School Year

SCHOOL PARENT COMPACT

Clear Fork Valley Local Schools 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) (participating children), agree that this compact outlines how the parents, the entire 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 2025-2026.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Clear Fork Valley Local Schools will:

- Provide high-quality structured literacy curriculum that has been approved by the State of Ohio. Instruction will be provided in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement. Conferences are held twice a year; once in the fall and once in the spring.
 - Hold a Title I parent meeting annually in the fall.
 - Progress monitor and communicate student growth. Clear Fork Valley Local Schools are on 9 week grading periods. Interims reports are posted in Progressbook and are sent home at the midway point of each grading period. Report cards are sent home 4 times per year.
 - Title I reading specialists assist our classroom teachers in the administration of state approved diagnostics STAR Early Literacy and STAR Reading. STAR CBM Reading (through 6th grade), Ohio's approved Tier I Dyslexia Screener is also administered per state law.

- Students who fall below the 21st percentile on STAR CBM will also be assessed using the CORE Phonics Survey: Assessing Reading Multiple Measures to identify skills that require remediation.
 - Once skills are identified, students will receive intensive interventions and progress monitoring will be reported.
- Our teachers utilize District communication tools for ongoing communication with families.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff members are readily available after school in addition to planning times throughout the day. All staff members utilize district communication tools to have ongoing communication. Parent communication notebooks and emails are also used as communication tools with parents.
 - Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parent Responsibilities

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

- Monitoring amount of television my child watches
 - Volunteering in my child's classroom, if possible.
 - Participating, as appropriate, in decisions relating to my child's education.
 - Open House
 - Parent/Teacher Conferences
 - Title I Meetings
 - ETR Meetings
 - IEP Meetings
- 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 or the school district, 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 District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Parent Signature

Date