



Rhodes School

for the Performing Arts

2025-2026

Rhodes School for the Performing Arts SCHOOL-PARENT COMPACT

Rhodes School for the Performing Arts, 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) and 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.

We acknowledge that parents/families have the primary role in supporting their child's education and that good communication is essential to academic success.

Title I, Part A (Title I) of the Every Student Succeeds Act (ESSA) provides financial assistance to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Title I-funded schools are required to provide a written parent engagement policy that describes how parents can be engaged in their child's education and what parents can expect from the district and schools. With the help of parents from Title I schools, the following are three areas of assurance that the district and Title I campuses will support family engagement:

This School-Parent Compact is in effect during the 2025-2026 school year.



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School Responsibilities

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Provide state-approved curriculum provided by the district C&I Department.
 - Provide highly qualified teachers to all students
 - Provide teachers with adequate Professional Development to support rigorous instruction
 - Provide students the opportunity to receive additional academic supports (GT- Gifted and Talented, RTI – Response to Intervention, ESL – English as a Second Language, SPED – Special Education) that will meet the needs of all students
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent-teacher conferences are scheduled at the request of the parent or teacher anytime throughout the school year.
 - RSPA holds SLEDs (Student-Led Conferences) twice a year for parents and students to discuss their students' progress with the teacher as the facilitator.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Parents have daily access to their child's progress through the parent portal.
 - Parents are provided a progress report every 3 weeks from the district.
 - Parents also receive a report card every 9 weeks from the district.



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4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can contact a staff member daily by email, phone, and ParentSquare.
 - Parents can schedule a virtual or face-to-face conference with a member anytime, with prior notice to the staff member.
 - Parents must have applicable and prior notice to schedule an appointment to come on campus.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- 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, or the Title I Policy Advisory Committee.



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Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.