

TITLE I 2026-2027 SCHOOL-FAMILY COMPACT

The Lehigh Valley Charter High School for the Arts (Charter Arts) and the families of students participating in activities, services, and programs funded by **Title I, Part A of the Elementary and Secondary Education Act (ESEA)** agree that this compact outlines how families, students, and school staff will share responsibility for improving student academic achievement and how we will build a strong partnership to help all students meet Pennsylvania's academic standards.

As Family Members, We Will:

- Monitor my child's grades regularly using **PowerSchool** and **Google Classroom**, when applicable.
- Monitor my child's attendance through PowerSchool.
- Encourage my child to complete homework, projects, and other assignments on time.
- Stay informed about my child's education and academic progress.
- Read and respond promptly, as appropriate, to communications from the school received through email, phone calls, U.S. Mail, or notices sent home with my child.
- Initiate communication with my child's teachers, school counselor, or appropriate school staff whenever I have concerns or believe my child needs additional support.
- Participate in Charter Arts family engagement opportunities, Title I meetings, and School Board meetings whenever possible.
- Encourage regular attendance, positive study habits, and responsible use of school technology.

As Students, We Will:

- Monitor my grades regularly using PowerSchool.
- Complete all classwork, homework, and projects to the best of my ability and submit assignments on time.
- Attend school regularly and arrive prepared to learn.
- Ask for help when I need it.
- Take responsibility for my learning and make my best effort every day.
- Share important school information and communications with my parent(s) or guardian(s).

Charter Arts Will:

- Provide a high-quality curriculum and effective instruction in a safe, supportive learning environment that enables students to meet Pennsylvania Department of Education (PDE) academic standards and graduation requirements.
- Continue implementing a **Multi-Tiered System of Supports (MTSS)** to provide timely academic interventions and enrichment based on student needs. Additional supports may include, but are not limited to:
 - Supplemental instruction;
 - One-on-one teacher/student conferencing;
 - Literacy and academic intervention;
 - Instructional resources;
 - After-school tutoring for eligible students based on the current Title I Schoolwide Plan and student needs.
- Offer after-school tutoring for eligible students at no cost to families. Tutoring schedules will be developed collaboratively with teachers and families. Families are responsible for providing transportation for students attending in-person tutoring.

- Hold family-teacher conferences, as needed or requested, to discuss student progress and review this compact. Conferences will be scheduled in advance at a mutually agreed-upon time during the school day.
- Provide families with ongoing access to student academic progress through **PowerSchool**, which teachers update regularly, and **Google Classroom**, when applicable. Families are encouraged to sign up for PowerSchool notifications. Information about accessing PowerSchool is available on the Charter Arts website.
- Provide each family with an individual score report explaining their child's performance on state assessments.
- Provide families with reasonable access to teachers and staff through email, phone, and scheduled conferences.
- Provide opportunities for classroom observations with prior approval from school administration and the classroom teacher. Observations must be scheduled in advance, and expectations will be communicated before the visit.
- Hold an annual Title I Family Meeting to explain the school's participation in Title I, Title I requirements, student identification processes, and the rights of families to participate in Title I programs. This information is also available in the Student Handbook and on the Charter Arts website.
- Seek family input through surveys and annual meetings to evaluate the effectiveness of Title I programs and collaboratively plan improvements for future school years.