



Charter School

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? [Parents are notified of the policy in both English and Spanish through SchoolMint, the school's online communication platform and via the PowerSchool communication platform through email, texts, and phone messages.](#)

How is the policy made available to the local community? [The School Parent and Family Engagement policy is available to the local community on the school's website at \[pucschools.org\]\(http://pucschools.org\).](#)

How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])? [The policy is updated annually or when needed to be compliant with state or federal regulations and laws. The policy and the changes to be made are brought before the joint PUC School's Parent Advisory Council \(PAC\) or the School's Advisory Council \(SAC\) which meet quarterly or on a regular basis at each school site. Representatives from each site are brought together to provide feedback to the changes that have been made and the feedback is then incorporated into the final version which then is brought before the PUC Board for the school for review and final comment.](#)

To involve parents in the Title I, Part A programs, the following practices have been established:

[The following practices have been established to involve parents in the Title I programs:](#)

- [-Parents are invited to various meetings, such as School Advisory Committee \(SAC\),](#)
- [-Family Nights,](#)
- [-Back to School Night,](#)

-Coffee with the Principal,

-Parent Advisory Committee (PAC) meetings.

The SAC and PAC meetings that are held throughout the year to review the school's LCAP to provide input for each of the State's Eight Priorities and the goals to achieve each of the eight priorities. At the end of the year, a final meeting is held with all stakeholders to provide final input for improvement and review any changes to the LCAP goals and budget to accomplish those goals.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The school holds an Annual Title I meeting to inform parents of the requirements of the Title I program and the school's participation as well as the parents' rights to be involved. Parents are sent a notice of the Title I meeting with dates and times of those meetings. It is held at a convenient time, and parents are encouraged and invited to attend in order to be informed about the school's Title I program, the nature of the Title I program, the parent requirements, the school parental involvement policy, the school-wide plan (LCAP), and the school-parent compact through a Powerpoint presentation that is done in English and Spanish, if needed. At the meeting parents are asked to sign in and are provided with an agenda. Parents are given opportunities throughout the presentation to ask clarifying questions or to simply make comments.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

The school holds the Annual Title I meeting with at least two meeting times (one in the morning and one in the evening) scheduled to accommodate parent needs. These meetings are offered via "Coffee with the Principal" or "Family Nights."

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

The school involves parents in an organized, ongoing, and timely manner in the planning, review and improvements of Title I programs by providing the following:

1. Regularly scheduled meetings to formulate suggestions and collaborate with all stakeholders,
2. Opportunities to participate, as appropriate, in decisions relating to the education of their child,

3. School responsiveness to the any such suggestions.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

The school communicates with parents with timely information about Title I, Part A programs through its Family Nights, Parent Advisory Council (PAC), School Advisory Council (SAC), PUC School's website, one to one calls, periodical bulletins, monthly calendars, yearly event calendars, and reminders through PowerSchool Communication Format. Communication is always done in both English and Spanish.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116(c)[4][B]). How does the school provide the information?

Parents are informed about the core curriculum through:

1. Back to School Night: Grade-level teachers provide an overview of the core curriculum for the year being used.
2. Family Night: Content Focus meetings.
3. Grade-level Syllabi
4. Content Scope & Sequence posted on the PUC Schools' website and a hard copy is available for review at the school site.

Information about the academic assessments used to measure student achievement and their expected proficiency levels are provided to parents through the following:

1. Family: At the beginning of the school year parents are provided a review of the different types of assessments.
2. Student-led Conferences: Students are trained on how to lead a student-led conference and present their initial and current proficiency level to their parents and together create an academic growth plan based on data reviewed.
3. The types of assessments: NWEA(Northwest Evaluation Association), MAP(Measures of Academic Progress), iReady, Achieve3000, On-demand Writing Assessment.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116(c)[4][C]). How does the school provide the opportunities?

All meetings are considered Title I meetings since the school is a SWP school. Meetings are held monthly such Family Nights and Coffee with the Principal, twice a year to review academic progress, and individually as needed throughout the school year.

Parent input/suggestions are captured through surveys, school-wide meetings, and one-on-one family check-ins. Suggestions are then taken and incorporated into the overall school's data analysis process.

In addition, Title I parents are invited to various meetings, such as School Advisory Committee (SAC), Family Nights, BACK to School Night, Coffee with the Principal, and Parent Leader Meetings, held throughout the year to review the school's LCAP to provide input for each of the State's Eight Priorities and the goals to achieve each of the eight priorities. At the end of the year, a final meeting is held with all stakeholders to provide final input for improvement and review any changes to the LCAP goals and budget to accomplish those goals.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

The "school-parent compact" has two components: 1. School-Compact to parents and 2. Parent-Compact to the school. Combined both address parent/student's and the school's responsibilities such as:

- The School will hold regularly scheduled monthly accountability meetings with the school's parents.

- The School will be responsive to parents through an annual survey and its results will guide the School in its overall school improvement activities.

- We(parent/student) will abide by the attendance policy.

- We(parent/student) will support the school's behavioral/discipline process.

The "school-home compact" addresses the importance of communication between teachers and parents on an on-going basis through the following:

- The School will have a strong Family-School Communication plan. The plan will include a commitment that staff and Principal maintains open lines of communication at all times with all families through the use of emails, family bulletins, conferences, and an open door policy.

- Family monthly meetings are held in order to facilitate communication and inform parents. During these meetings the school explains relevant data to parents in order to help them understand its impact on achievement and college/career readiness.

-Engaging all staff in on-going professional development. Professional development will focus on what is meaningful and effective school-home communication, understanding the culture of the community, and how to engage parents in the academic programs of the school in order to positively impact their child's academic achievement.

At the elementary schools the "school-parent compact" is discussed annually at the first parent-teacher conference as it relates to student achievement. The "school-parent compact" is one tool used to remind parents and the school about ways to support the student's academic goals and growth.

The school believes that parent involvement cannot be "random acts of family involvement" as coined by K. Gill Kressley. Family involvement must be systemic and have sustained approaches. This reframing or paradigm shift in the way we approach family involvement will translate into increased student learning and achievement. The philosophy of the charter school is to encourage, honor and respect the parent voice and contribution to their child's education. The school believes the best way to accomplish this is through family engagement and building school capacity. Family engagement has proven to have significant short- and long-term benefits for those students with parent involvement. The following are ways that the school will provide for parent involvement and meaningful interactions with the school:

1. Family members are encouraged to serve on the school advisory committee thus parents are consulted and advised regarding the school's educational programs and student progress.
2. The Principal with the Parent Liaison will hold regularly scheduled monthly accountability meetings with the school's parents. This will ensure parent-school dialogue with a focus on accountability to both parents and the school (i.e. Coffee with the Principle).
3. The School will have a strong Family-School Communication plan. The plan will include a commitment that staff and Principal maintains open lines of communication at all times with all families through the use of emails, family bulletins, conferences, and an open door policy.
4. The School will use "data tracking" to assess the effectiveness of its parent involvement and engagement efforts by tracking parent attendance through parent sign ins. This data may be correlated with other data and used when doing the annual LCAP assessment.
5. Staff interaction with the parents and community will be evaluated through the Family Survey. If that is an area of need, the school will provide additional professional development in that area.
6. The School will be responsive to parents through an annual survey and its results will guide the School in its overall school improvement activities.
7. Family monthly meetings are held in order to facilitate communication and inform parents. During these meetings the school explains relevant data to parents in order to help them understand its impact on achievement and college/career readiness.

8. In addition, families are informed regarding progress of students through student-led conferences, phone calls, graded report cards, and written feedback on class work and homework.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

The School will engage PUC's Parent Liaison in providing classes to parents of participating children, as appropriate, in understanding topics such as the following:

- The State's academic content standards.
- The State's student academic achievement standards.
- The State and local academic assessments including alternate assessments.
- How to monitor their child's progress.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

The School will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and the school by:

- Engaging all staff in on-going professional development. Professional development will focus on what is meaningful and effective school-home communication, understanding the culture of the community, and how to engage parents in the academic programs of the school in order to positively impact their child's academic achievement.
- Designating staff to attend conferences such as California Charter Schools Association, LACOE and sponsoring District parent involvement and engagement trainings.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

The School will, to the extent feasible and appropriate, coordinate and integrate parental, leadership, engagement, and involvement programs and activities with other programs, and

conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Inviting parents to attend trainings/meetings with other PUC parents. During these events parents will participate in “shared learning” experiences. They will bring back best practices to the School and implement these practices with parents and staff during parent meetings or professional development meetings.

- Bringing in outside parent organizations such as PIQUE, Parent College: Partnerships for LA Schools, and Padres Comprometidos to engage parents and/or be a resource.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

The School distributes information related to school and parent programs, meetings, and other activities to Title I to parents in both English and Spanish through parent meetings, one-to-one phone calls, periodical bulletins, monthly calendars, yearly event calendars, and reminders through Power Announcements, copies sent home, hard copies available at the Main Office, and finally will be available all year on PUC’s website at pucschools.org.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

The School provides support for parental involvement activities requested by building the parents’ capacity for strong parental involvement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement

- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:

- The State’s academic content standards.

- The State’s student academic achievement standards.

- The State and local academic assessments including alternate assessments.

- The requirements of Title I, Part A.

- How to monitor their child’s progress.

- How to work with educators.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the **PUC MILAGRO CHARTER ACADEMY** on **(insert date)** and will be in effect for the period of **(July 2021 through June 2022)**.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: **(add date here)**.

Type signature here.

Signature of Authorized Official

Enter date approved.

Date

California Department of Education
July 2018

SCHOOL COMPACT FOR 2021-22 School Year *School Portion*

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

PUC MILAGRO CHARTER ACADEMY believes that parent involvement cannot be "random acts of family involvement" as coined by K. Gill Kressley. Family involvement must be systemic and have sustained approaches. This reframing or paradigm shift in the way we approach family involvement will translate into increased student learning and achievement. The philosophy of the charter school is to encourage, honor and respect the parent voice and contribution to their child's education. *PUC MILAGRO CHARTER ACADEMY* believes the best way to accomplish this is through family engagement and building school capacity. Family engagement has proven to have significant short- and long-term benefits for those students with parent involvement.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- Family members are encouraged to serve on the school advisory committee thus parents are consulted and advised regarding the school's educational programs and student progress.
- The Principal with the Parent Liaison will hold regularly scheduled monthly accountability meetings with the school's parents. This will ensure parent-school dialogue with a focus on accountability to both parents and the school (i.e. Coffee with the Principle).
- The School will have a strong Family-School Communication plan. The plan will include a commitment that staff and Principal maintains open lines of communication at all times with all families through the use of emails, family bulletins, conferences, and an open door policy.
- The School will use "data tracking" to assess the effectiveness of its parent involvement and engagement efforts by tracking parent attendance through parent sign ins. This data may be correlated with other data and used when doing the annual LCAP assessment.

- Staff interaction with the parents and community will be evaluated through the Family Survey. If that is an area of need, the school will provide additional professional development in that area.
- The School will be responsive to parents through an annual survey and its results will guide the School in its overall school improvement activities.
- Family monthly meetings are held in order to facilitate communication and inform parents. During these meetings the school explains relevant data to parents in order to help them understand its impact on achievement and college/career readiness.
- In addition, families are informed regarding progress of students through student-led conferences, phone calls, graded report cards, and written feedback on class work and homework.

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

The School will engage PUC School’s Director of Student and Parent Engagement in providing classes to parents of participating children, as appropriate, in understanding topics such as the following:

- The State’s academic content standards.
- The State’s student academic achievement standards.
- The State and local academic assessments including alternate assessments.
- The requirements of Title I, Part A.
- How to monitor their child’s progress.
- How to work with educators.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

The School will build the parents’ capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

The School will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and the school by:

- Engaging all staff in on-going professional development. Professional development will focus on what is meaningful and effective school-home communication, understanding the culture of the community, and how to engage parents in the academic programs of the school in order to positively impact their child’s academic achievement.
- Designating staff to attend conferences such as California Charter Schools Association, LACOE and sponsoring District parent involvement and engagement trainings.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and

family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Development and full implementation of a PUC Parent Center that services all parents in the PUC network.
- Use of two Parent Liaisons to develop (one for each region), organize, and implement parent activities, classes, and coordination with outside agencies.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- The School will communicate with parents in both English and Spanish through parent meetings, one-to-one phone calls, periodical bulletins, monthly calendars, yearly event calendars, and reminders through Power Announcements and School Mint.
- The Title I School-level Parent Involvement Policy will be translated and will be available in both English and Spanish through copies sent home, hard copies available at the Main Office, and finally will be available all year on PUC's website at pucschools.org.
- The School will hold an Annual Title I meeting with at least two meeting times (one in the morning and one in the evening) scheduled to accommodate parent needs.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Inviting and encouraging parents to attend trainings/meetings with other PUC parents. During these events parents will participate in "shared learning" experiences. They will bring back best practices to the School and implement these practices with parents and staff during parent meetings or professional development meetings.
- Bringing in outside parent organizations such as PIQUE, Parent College: Partnerships for LA Schools, and Padres Comprometidos to engage parents and/or be a resource.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Title I parents are invited to various meetings, such as School Advisory Committee (SAC), Family Nights, BACK to School Night, Coffee with the Principal, and Parent Leader Meetings, held throughout the year to review the school's LCAP to provide input for each of the State's Eight Priorities and the goals to achieve each of the eight priorities. At the end of the year, a final meeting is held with all stakeholders to provide final input for improvement and review any changes to the LCAP goals and budget to accomplish those goals.

At each meeting, translation in Spanish is provided as needed and all handouts are translated in English and Spanish. When necessary, iconographs, visuals, and diagrams are utilized to enhance the information being disseminated.

This Compact was adopted by PUC MILAGRO CHARTER ACADEMY on (DATE), and will be in effect for the period of the 2021-22 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before the first day of the **2021-22** school year.

SCHOOL COMPACT FOR 2021-22 School Year
Parent/Student Portion

Mission: Our mission is to ensure every child graduates high school prepared for college success.

Vision: To provide students with the tools they need to become life-long learners and critical, creative thinkers that will succeed in college, in all areas of life, and inspire others to do the same.

PUC Three Commitments

Five times more college graduates v	After four years with us students ar	Students commit to uplifting our co
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Engagement

- Our family understands it is Milagro Charter School’s mission and vision for all students to become lifelong learners and graduates of **college**.
- Our family understands that our child’s **academic success** is dependent on our **partnership** with our child’s teachers.
- Our family understands the importance of reading and discussing **Weekly School Communication** (flyers, calendar announcements made on **Bloomz**).
- Our family understands that it is our responsibility to support the school throughout the year by **volunteering** and attending school events.
- Our family understands that school celebrations, and events are dependent on family volunteers and it is our responsibility to support fieldtrips, special program, and school wide events.
- Our family agrees to support any and all **school procedures and policies** including those not listed on this page. (Agreements signed in August.)

Home Support

- Our family understands that it is our responsibility to help our child grow as a reader by **reading nightly**. (Books Before Bed)
- Our family understands that it is our responsibility to help our child **learn outside of school**. (Choice Homework)
- Our family understands that it is important to discuss with our child the **importance of school**, learning, and preparation for the future.
- Our family understands that as our child’s first teachers it is our **commitment to learning** and attitude about the importance of academic achievement.

Attendance

- Our family understand that **regular school attendance is vital** for our child’s academic growth.
- Our family understands that if our child is **not** absent and has no more than **three** tardies or early dismissals during the school year. (“Perfect Attendance Ice-Cream Party.”)
- Our family understands that our child cannot **be tardy more than 30 minutes or miss more than 3 days in a row** and in violation of state laws.
- Our family understands that our child **cannot miss more than 10%** (without a medical excuse) of the school year.
- Our family understands that our child may not arrive on campus before **7:45am** and must be picked up by **3:10pm** on minimum days. (by **2:00pm** and by 1:00pm on minimum days.)

Safety

- Our family understands that the Milagro community is made up of many different individuals. As members of this community, we understand the importance of talking about **safety at school and at home** with our child.
- Our family understand the importance of keeping all **family contact information** up-to-date (phone numbers, addresses, etc.)
- Our family understands it is important to maintain a **slow speed** when driving on campus and observe all **rules** set by the school. The **pedestrian gate** must be used to enter and exit the school during drop-off and pick-up.

Compromiso Familiar 2021-22

Sección de Padres/Estudiantes

Misión: Asegurar que cada estudiante se gradua de la Preparatoria (High School) preparado para el éxito universitario.

Visión: Proporcionar a los estudiantes con los instrumentos ellos necesitan para llegar a ser estudiantes de toda la vida y pensadores críticos que conseguirán el éxito en la universidad, en todas áreas de la vida, e inspirarán a otros a hacer lo mismo.

Los tres compromisos de las escuelas PUC

<i>Cinco veces más estudiantes graduados.</i>	<i>Después de cuatro años con nosotros.</i>	<i>Los estudiantes se comprometen a el</i>

Compromiso

- Nuestra familia entiende que la misión y la visión de la Escuela Milagro Charter es que todos los estudiantes se convierten en **pasiones** al asistir y graduarse de la **universidad**.
- Nuestra familia entiende que el **éxito académico** de nuestro hijo depende de nuestra **asociación** con el maestro de nuestro hijo.
- Nuestra familia comprende la importancia de leer y debatir sobre la **comunicación semanal de la escuela** (folletos, cartas, etc.) y los anuncios realizados en **Bloomz**.
- Nuestra familia entiende que es nuestra responsabilidad apoyar a la escuela durante todo el año haciendo **voluntariado**.
- Nuestra familia entiende que las celebraciones de la escuela y los eventos dependen de voluntarios de la familia y es nuestra responsabilidad para mantener viajes de campo, programas especiales y eventos escolares.
- Nuestra familia acepta apoyar todos y cada uno de los procedimientos y políticas escolares, incluidos los que no figuran en el PUC y los Acuerdos familiares firmados en agosto).

Apoyo en Casa

- Nuestra familia entiende que es nuestra responsabilidad ayudar a nuestro niño a crecer como lector **leyendo de noche**.
- Nuestra familia entiende que es nuestra responsabilidad ayudar a nuestro niño a **aprender fuera de la escuela**. (Trabaja en casa, etc.)
- Nuestra familia entiende que es importante discutir con nuestro hijo la **importancia de la escuela**, el aprendizaje y la responsabilidad.
- Nuestra familia entiende que como los primeros maestros de nuestro hijo, es nuestro **compromiso de aprender** y la responsabilidad de mejorar el rendimiento académico de nuestros hijos.

Asistencia

- Nuestra familia entiende que **la asistencia escolar regular es vital** para el crecimiento académico de nuestro hijo.
- Nuestra familia entiende que, si nuestro hijo **no está ausente** y no tiene más de **tres** llegadas tarde o salidas tempranas "Fiesta de Helado de Asistencia Perfecta".
- Nuestra familia entiende que nuestro hijo **no puede llegar tarde más de 30 minutos o perder más de 3 días seguidos** violación de las leyes estatales.
- Nuestra familia entiende que nuestro hijo **no puede perder más del 10%** (sin una excusa médica) del año escolar por ausencias.
- Nuestra familia entiende que nuestro hijo no puede llegar al campus antes de las **7:45 a.m.** y debe recogerse a las **3:15 p.m.** y a la 1:00 p.m. el día mínimo.

Seguridad

- Nuestra familia entiende que la comunidad Milagro está compuesta por muchas personas diferentes. Como miembros de la comunidad.
- Nuestra familia comprende la importancia de hablar sobre **seguridad en la escuela y en el hogar** con nuestro hijo.
- Nuestra familia comprende la importancia de mantener actualizada toda **la información de contacto familiar** (número de teléfono, correo electrónico, dirección).
- Nuestra familia entiende que es importante mantener una **velocidad lenta** al conducir en el campus y observar todas las reglas de tránsito. Nuestra familia comprende que solo se debe **usar la puerta peatonal** para ingresar y salir de la escuela durante el traslado y la recogida.

Family Compact 2021-22

Parent/Student Portion

Compromiso Familiar 2021-22

Sección de Padres/Estudiantes

- **Engagement/Compromiso**
- **Home Support/Apoyo en Casa**
- **Attendance/Asistencia**
- **Safety/Seguridad**

Our family has read the Family Compact. We understand that our partnership with the school is vital for our child success.

Nuestra familia ha leído el Compromiso Familiar. Entendemos que nuestra asociación con la escuela es vital para el éxito de nuestros hijos.