



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



GARRISON
Elementary School
HOME OF THE WILDCATS

Garrison Title I School - Parent Compact – School Year 2022-2023

Created October 2022

At Garrison, we believe that every Wildcat should be loved, challenged, and prepared to thrive in life. We believe that parents and families are our most critical partners in building rigorous academic experiences and a joyful learning environment for all students.

Garrison and the parents and family members of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA), agree that this compact outlines how the parents and families, 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 District of Columbia’s academic standards. An example of a Title I program through which we partner with families is our Amharic- and Spanish-Language Family Night series.

This school-parent compact is in effect during school year 2022-23 and was created in October 2022. It will be accessible in English and Spanish on the Garrison website (garrisonelementary.org).

(Note: Provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact as outlined in ESSA, section 1116. If schools and parents wish to use another format, they must still address these elements in the compact).

School Responsibilities

Garrison will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the District of Columbia student academic achievement standards as follows:

Garrison staff will engage in weekly data meetings to analyze data to provide differentiated student feedback, create needs-based groups, and implement reteaching cycles to address identified gaps. We will deliver literacy lessons that are multisensory, explicit, and systematic. Students will write well-reasoned arguments using a claim-reasoning-evidence-explanation structure. In math, our teachers will accelerate learning. They will embed critical and foundational math skills in lessons to ensure appropriate rigor. Students will use number talks/math discourse and have “portfolios” with written math performance tasks to build their verbal and written reasoning, number sense, and flexibility of thinking.

In elementary schools, hold parent-teacher conferences, at least annually, during which this compact will be discussed as to how it relates to supporting the individual student’s academic achievement. These conferences will be conducted as follows:

The parent compact will be discussed at APTT (Academic Parent Teacher Team) and Parent-Teacher Conference (PTC) meetings, held in October, February, and May.

Provide parents with frequent reports on their student's progress. Specifically, the school will provide reports as follows:

Report cards will be provided at the end of each quarterly term. Families are encouraged to utilize the Aspen Parent Portal to access grades.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff will stay in ongoing communication with families through multiple modes, such as email, text message, and classroom Remind accounts.

As appropriate, provide parents opportunities to participate in their student's class, and to observe classroom activities, as follows:

Parents are welcome to schedule in-person observations.

Provide parents and families opportunities to engage in regular, meaningful communication with school staff, and, to the extent practicable, in a language that family members can understand.

All parents and family members are routinely invited and encouraged to attend school gatherings. We value the rich and diverse experiences of our Wildcats and their families and view these as assets to our school community. For these reasons we proactively seek family input. We understand that language access is fundamental to our school mission and our values of equity, inclusivity, and diversity. To this end, every effort is made to provide Spanish and Amharic language interpretation (the languages of most of our multilingual families): Interpretation for other languages can be provided at the parents' request. Official school gatherings include the following:

- Informational/Feedback-seeing gatherings: First Friday Coffee with Kip, the first Friday of every month; beginning of year gatherings such as the Back-to-School Family BBQ, the K-5 and PK Sneak Peaks and PK Playdate, and Back to School Night; and three PTO Community Meetings a year (in September, January, and April)
- Seasonal festivities: Hispanic Heritage Month Student Concert and Potluck, Fall Fest, the Wildcats Winter Program, the Garrison Black History Program, and Spring Festival
- Academic celebrations: Quarterly school family assemblies, Fifth Grade Promotion, and Pre-K Step Up
- Language-based affinity meetings: Spanish- and Amharic-language Family Nights facilitated by Garrison staff and interpreters, in the participants' native languages, to learn how our school can best support its students and communities

Teachers may also plan academic showcases or celebrations to which families are invited, such as Publishing Parties at the end of a writing unit. Additionally, we prioritize building trusting relationships with families to further academic partnering. To this end, our teachers conduct home visits in families' homes or a community setting, if the families wish. Teachers are encouraged to request interpretation from bilingual staff for home visits and academic celebrations, or to use the language line in the event no interpretation is available.

Parent and Family Responsibilities

We, as parents/legal guardians and families, will support our students' learning in the following ways (Note that the following elements are ideas for possible inclusion, and not required elements):

Communicate high expectations with our students: An important way we will help our students succeed is to consistently communicate high expectations for student performance.

1. **Attendance:** To realize our vision, we need your child here **every day, on time**, beginning in PK3. This means scheduling family vacations and doctor's appointments around the school calendar's many days off. Families are responsible for notifying the school every time a student is absent. A written excuse note is required for up to 4 consecutive absences. Additional documentation is required for 5 or more consecutive absences. Excuse notes can be delivered to the attendance POC or sent to school through text messaging or by email.
2. **Commitment:** We can only continue growing into the best school in the city through high student retention, and we believe this continuity is important for relationships and achievement. Therefore, we ask families to commit to partner with us for the long-term, from PK through Grade 5. We will continue to partner with you and DCPS to ensure the strengthening of an excellent middle school feeder pattern, too!
3. **Engagement:** We are deeply committed to creating an excellent, antiracist school that is racially, socioeconomically, culturally, and linguistically diverse in our rapidly gentrifying community. We invite you to engage and learn with us across differences as we build this Garrison together.

Monitor our student's progress: We will support our students' success by regularly checking in with them and our teachers.

- Aspen Parent Portal
- Parent-Teacher check-ins and conferences
- APTT meetings

Advocate for our students: We will support and reinforce learning at home.

- Serve on the LSAT
- Participate with the PTO
- Provide input on surveys and other feedback opportunities
- Stay in ongoing communication with teachers and school leadership

Guide our student's education: We know we play a critical role in navigating our student's educational experience from preschool all the way through college.

- Partner with teachers to reinforce the importance of effort in school and beyond

Support learning at home: We will advocate for our children to ensure they get the personal attention and necessary support they need to be successful.

- Completes homework and independent reading each day

Optional Additional Provisions

These are some ideas of additional provisions the compact could include but that are not required.

Student Responsibilities (revise as appropriate to grade level)

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

- Complete homework daily
- Arrive to school every day on time
- Strive to embody Wildcat Values



School Responsibilities

To help build and develop a partnership with parents to help their students achieve the District's high academic standards, Garrison will:

- Recommend to DC Public Schools the names of parents of participating students of Title I, Part A programs who are interested in serving on the district's Parent and Community Advisory Boards.
- Work with DC Public Schools in addressing problems, if any, in implementing parent and family engagement activities in section 1116 of Title I, Part A.
- Work with DC Public Schools to ensure that a copy of the Office of the State Superintendent of Education's (OSSE) written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.