

# **SCHOOL-PARENT COMPACT**

Rockaway Borough Schools

Rockaway, NJ 07866

*The Lincoln Elementary School and the Thomas Jefferson School, along with 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 school year 2020-21 school year.*

## **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **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:**

- Hire highly qualified teachers and staff to deliver instruction that is aligned with both NJSLs.
- Monitor, supervise, and evaluate the staff in the delivery of instruction so that the diverse needs of students are met instructionally and emotionally, and that students are assessed appropriately using multiple measures.
- Ensure that teachers communicate high expectations for every student as well as motivate them to think independently as to become life-long learners.
- Support staff in providing a warm, safe, and caring environment that fosters learning and builds self-esteem.
- Provide all staff members with professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the communities.
- Encourage all members of the learning community to participate in collaborative decision making and consistently work with families and colleagues to make schools accessible and welcoming for families which in turn promotes student achievement on all levels.

**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.** Conferences are currently scheduled for the following dates and may be held virtually pending guidance from local and state health officials:

November 20, 23 & 24, 2020

(fall conferences)

March 10, 11 & 12, 2021

(spring conferences)

3. **Provide parents with frequent reports on their children’s progress.** Specifically, the school will provide reports as follows:

<b>Quarterly Progress Reports</b>	October 16, 2020
	December 15, 2020
	March 2, 2021
	May 13, 2021
<b>Quarterly report cards:</b>	November 18, 2020
	January 25, 2021
	April 19, 2021
	June 23, 2021 (tentative)

*Annual individual reports addressing student performance on State assessments (NJSLA) will not be shared this year as all state assessments were cancelled due to the COVID 19 pandemic.*

Periodic student progress reports generated through Renaissance Learning to summarize student performance on Star Reading, Math or Early Literacy assessments as well as updates on students’ IXL performance or Guided Reading Levels (Lincoln Elementary).

Plus provide parents on-going samples of graded and non-graded work sent home regularly in folders and notebooks throughout the school year.

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

Daily before school from 8:10-8:30am and after school from 3:10-3:25pm in the Elementary School and 8:10-8:25am and 3:15-3:25pm in the Middle School, or at other prearranged times.

**For distance learning or blended hybrid models, staff availability may vary.**

5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**

As Homeroom mothers/fathers, helpers or volunteers for designated grade levels and/or targeted activities such as class parties, field trips, Field Day, cooking/baking ventures, plays, Reader’s Theater, Family Food Crest Presentations, etc. In the Middle School, parents are often present for grade level presentations such as the 8<sup>th</sup> grade Washington DC projects or the 4<sup>th</sup> grade TREP\$ marketplace. Parents are also invited to targeted classes as guest speakers, readers, and participants for Career Day, Teacher for a Day Program, the Read

Across America celebration, or when topics are aligned with the curriculum. In addition, parents are welcome to observe during American Education Week November 16-20, 2020 or participate in the Teacher for a Day program sponsored by the local chapter of the NJEA.

### **Parent Responsibilities**

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

#### ***Parent Responsibilities:***

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

- Monitoring attendance and ensuring that my child gets adequate sleep daily.
- Reviewing assignments and making sure that homework is complete.
- Monitoring amount of television that my children watch as well as their screen time.
- Volunteering in my child's classroom when possible.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extra-curricular time or down time.
- Making all efforts to attend important school events such as Back to School Night, Parent-Teacher Conferences, Open Houses, etc. whether they are in person or online.
- Staying informed about my child's education and communicating with the school and/or teacher by promptly reading all notices from the school or the school district either received by my child, by email, by the US postal service, or as posted on the parent school or district's website, 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 any other advisory or policy groups formed with the intention of enhancing student achievement and performance.

#### ***Student Responsibilities:***

- Come to school regularly (or login online) to learn and work hard.
- Do my homework every day and bring necessary materials and completed assignments to school or if warranted, submit assignments through appropriate online platforms.
- Ask for help when I need it.
- Bring all important papers or notices home to my parents (or share with them electronic messages) and talk to them about what happens at school.
- Be responsible for my behavior by knowing and following school and classroom rules.
- Respect my school, classmates, staff, and family.

**\*Please note all activities especially those that are traditionally held in-person may be held virtually or best adapted in conjunction to proposed distance learning or blended hybrid models.**

### **Additional Required School Responsibilities**

The Lincoln Elementary and the Thomas Jefferson School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. **If needed, meetings and programs may be held using an online platform.**
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading, and when applicable, science.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**Optional School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the Lincoln Elementary and the Thomas Jefferson School will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA’s 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.

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School	Parent(s)	Student
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Date	Date	Date
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**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

**\*This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.**