

**School: Middle School of Pleasantville**  
Address: 801 Mill Road Pleasantville, NJ 08232

**2015/  
2016**

# Parent Compact



## PARENT INVOLVEMENT

***NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State's high standards.***

Name: Mr. Stephen L. Townsend  
Principal

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## **Middle School of Pleasantville School's Vision**

The Middle School of Pleasantville strives to prepare students to reach their full potential in the 21<sup>st</sup> century in an environment that is both challenging and stimulating. Our goal is to provide a rigorous academic atmosphere through:

S- upport  
T- eamwork  
A- chievement  
R- espect  
S- uccess

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## **Middle School of Pleasantville's SCHOOL MISSION STATEMENT**

We believe that the mission statement of Pleasantville Middle School supports the vision of the Pleasantville School District by building a community environment where students, families and staff are mutually respected as they strive to inspire and challenge all to be creative, contributing members of society. Collaboratively, we believe these ideas will ensure that all students learn, demonstrate positive character traits, and have a foundation to become life-long learners.

**PARENTAL INVOLVEMENT INTRODUCTION & PURPOSE,  
ACCORDING TO THE NON-REGULATORY GUIDANCE OF THE USA**

**DEPARTMENT OF EDUCATION, DATED**

**APRIL 23, 2004**

The No Child Left Behind Act of 2001 (NCLB Act) reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), and is based on four principles that provide a framework through which families, educators, and communities can work together to improve teaching and learning. These principles are accountability for results, local control and flexibility, expanded parental choice, and effective and successful programs that reflect scientifically based research. The parental involvement provisions in Title I, Part A of the ESEA reflect these principles. Specifically, these provisions stress shared accountability between schools and parents for high student achievement, including expanded public school choice and supplemental educational services for eligible children in low-performing schools, local development of parental involvement plans with sufficient flexibility to address local needs, and building parents' capacity for using effective practices to improve their own children's academic achievement.

New reporting provisions added by the NCLB Act offer parent's important insight into their children's education, the professional qualifications of their teachers, and the quality of the schools they attend. The new legislation ensures that parents have the information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help those schools develop effective and successful academic programs. Parents now will know their children's academic strengths and weaknesses and how well schools are performing, and they will have other options and resources for helping their children if their schools are identified in need of improvement.

The new Title I, Part A is designed not only to help close the achievement gap between disadvantaged and minority students and their peers, but also to change the culture of America's schools so that success is defined in terms of student achievement and schools invest in every child.<sup>1</sup> As indicated by the parental involvement provisions in Title I, Part A, the involvement of parents in their children's education and schools is critical to that process. Secretary Paige put it succinctly when he stated, "*[s]chools can't improve without the help of parents.*"<sup>2</sup>

Three decades of research provide convincing evidence that parents are an important influence in helping their children achieve high academic standards. When schools collaborate with parents to help their children learn and when parents participate in school

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<sup>1</sup> Testing for Results; Helping Families, Schools and Communities Understand and Improve Student Achievement, US Department of Education, 2002, \*\*\*\*Parent Involvement Title 1, Part A, Non-Regulatory Guidance, April 23, 2004, Page 1-2

<sup>1</sup> Rod Paige, USA TODAY, April 8, 2002, Page A-13

activities and decision-making about their children's education, children achieve at higher levels. In short, when parents are involved in education, children do better in school and schools improve.<sup>3</sup>

This guidance is divided into five major sections. The first deals with general issues related to parental involvement, the second addresses the parental involvement responsibilities of State educational agencies (SEAs), the third describes responsibilities of local educational agencies (LEAs), the fourth describes the responsibilities of schools, and the fifth describes the responsibilities of LEAs and schools to build parents' capacity for becoming involved in improving their child's academic achievement. Included in the appendices are relevant definitions (Appendix A), key Title I, Part A parental notice requirements (Appendix B), a list of research-based resources for improving teaching and learning (Appendix C), a sample template that might be used for the development of a district-wide parental involvement policy (Appendix D), and a sample template for a school-parent compact (Appendix E).

## **PURPOSE**

The purpose of this guidance is to assist SEAs, LEAs, and schools in administering the parental involvement provisions of Title I, Part A of the ESEA. This guidance is not intended to be all-inclusive; rather, it answers questions about and clarifies aspects of the law that have been brought to the attention of the U.S. Department of Education (ED). This guidance may be supplemented in the future as other issues arise. The questions are primarily based on issues raised by State and local school officials and staff, education leaders, technical assistance providers, parents, parent advocacy organizations, parental involvement coordinators/school staff, and others who are actively engaged in working with parents to improve student achievement and learning.

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<sup>3</sup> Lewis, Anne C.; Henderson, Anne T., [Urgent Message: Families Crucial to School Reform, 1998](#)  
\*\*\*Parent Involvement Title 1, Part A, Non-Regulatory Guidance, April 23, 2004, Page 1-2

## **MIDDLE SCHOOL OF PLEASANTVILLE'S SCHOOL PURPOSE**

Our goal is to provide a sound educational experience for our students in all curriculum areas where creativity and higher-order thinking is encouraged by establishing a risk-free learning environment.

## **DEFINITIONS**

### **PARENT**

The term “parent” includes a legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare). [Section 9101(31), ESEA.]

### **PARENTAL INVOLVEMENT**

The term “parental involvement” means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring –

- That parents play an integral role in assisting their child’s learning;
- That parents are encouraged to be actively involved in their child’s education at school;
- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- The carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA.]

### **PARENT COMPACT**

*That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State’s high standards.*

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\*\*\*Parent Involvement Title I, Appendix A: Definitions, Non-Regulatory Guidance, April 23, 2004, Page 31-32

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## **SCHOOL-PARENT COMPACT**

*The Middle School of Pleasantville 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) (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 2015/ 2016. .*

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

**Title I, Part A provides for substantive parental involvement at every level of the program, such as in the development and implementation of the State and local plan, and in carrying out the LEA and school improvement provisions. Section 1118 contains the primary Title I, Part A requirements for SEAs, LEAs, and schools related to involving parents in their children's education. It is this section that identifies critical points in the process of improving teaching and learning where parents and the community can intervene and assist in school improvement. Although section 1118 is extensive in scope and has many requirements for LEAs and schools, the intent is not to be burdensome. These provisions reflect good practice in engaging families in helping to educate their children, because students do better when parents are actively involved in the education process, both at home and at school.**

#### **School Responsibilities**

**The Middle School of Pleasantville will:**

- 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:**

*By providing a high quality educational environment that develops academically and socially successful students who are prepared to achieve excellence as they continue their education.*



2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

*The Interim reports for student will be provided to parents four times during the school year. These reports will provide parents with their children's academic progress for every marking period. During the course of the school year teachers and parents have the freedom and flexibility to meet to discuss student's academic performance.*

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

*The Title I Office and the Family Involvement Representative are the links to parents at the **Middle School of Pleasantville**. They are the tools that provide reasonable access to staff and administrator. Other means of communication such as emails and students agendas or journal are also utilized as a form of a communication tool.*

### **Parent Responsibilities**

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

- *We will monitor attendance and support school attendance policies.*
- *We will make sure that homework is completed.*
- *We will monitor the amount of television our children watch.*
- *We will participate as appropriate, in decisions relating to our children's education.*
- *We will promote positive use of our children's extracurricular time.*
- *We will stay inform about our children's education and communicate with the school by promptly reading all notices from the school or the school district either received by our children 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, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, School Leadership Commit or other school advisory or policy groups.*

## **ADDITIONAL PROVISIONS**

### **Student Responsibilities**

Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students, along with administration and faculty, share the responsibility to develop a climate within the school that is conducive to wholesome learning and living.

No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process. Students should express their ideas and opinions in a respectful manner.

It is the responsibility of the students to conform to the following:

- Be aware of all rules and regulations for student behavior and conduct themselves in accord with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
- Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
- Dress and groom to meet fair standards of safety and health, and not to cause substantial disruption to the educational process.
- Assist the school staff in operating a safe school for all students enrolled therein.
- Comply with federal, state and school laws.
- Exercise proper care when using lavatories and school equipment.
- Attend school daily and be on time at all classes and other school functions.
- Make up work when absent from school.
- Pursue and attempt to satisfactorily complete the courses of study prescribed by the school district.

### **School Responsibilities**

The *Middle School of Pleasantville* 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 school wide 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

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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.

4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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).

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### **School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the *Middle School of Pleasantville* 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 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.

## GLOSSARY

1. **NCLB Act**- offer parents important insight into their children's education, the professional qualifications of their teachers, and the quality of the schools they attend. The new legislation ensures that parents have the information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help those schools develop effective and successful academic programs. Parents now will know their children's academic strengths and weaknesses and how well schools are performing, and they will have other options and resources for helping their children if their schools are identified in need of improvement.
2. **LEA**- Local Educational Agency (School District)
3. **SEA**-State Educational Agency (New Jersey Department of Education)
4. **ESEA**- Elementary & Secondary Educational Act of 1965: is based on four principles that provide a framework through which families, educators, and communities can work together to improve teaching and learning. These principles are accountability for results, local control and flexibility, expanded parental choice, and effective and successful programs that reflect scientifically based research.
5. **AYP**- Adequate Yearly Progress

"Adequate yearly progress" (AYP) is defined by the State in a manner that—

- a) Applies the same high standards of academic achievement to all public school students in the State;
- b) Is statistically valid and reliable;
- c) Results in continuous and substantial academic improvement for all students;
- d) Measures the progress of all public schools, LEAs, and the State based primarily on the State's academic assessment system under section 200.2;
- e) Measures progress separately for reading/ language arts and mathematics;

Is the same for all public schools and LEAs in the State; and

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- f) Consistent with section 200.7, applies the same annual measurable objectives under section 200.18 separately to each of the following:
  - i. All public school students.
  - ii. Students in each of the following subgroups:
    - (A) Economically disadvantaged students;
    - (B) Students from major racial and ethnic groups;
    - (C) Students with disabilities; and
    - (D) Students with limited English proficiency, as defined in section 9101(25) of the ESEA. *[Section 200.13(b) of the Title I Regulations.]*

_____	_____
School	Date
_____	_____
Parent	Date
_____	_____
Parent	Date
_____	_____
Student	

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

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**Parent Involvement Plan**

**2015-2016**

**Goals:**

1. Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.
2. Create policy and engage parents in a school volunteer program so they can participate in supporting school-wide, classroom, and parent involvement activities.
3. Respond to parent concerns and/or complaints to ensure child’s educational needs are met.

**Activities:**

- Create and setup workshops for Parent Involvement
- Create and invite parents to be a part of the School Volunteer Program
- Create parent concerns box in Main Office or at the Front Desk; actively follow-up on all parent concerns

<b>Task/Action Steps</b> “What Will Be Done”	<b>Responsibilities</b> “Who Will Do It”	<b>Resources</b> Funding, Time, People, Materials	<b>Timeline</b> By When-Day/Month
<ul style="list-style-type: none"> <li>➤ Create workshops for Parents</li> <li>➤ Create School Volunteer Program</li> <li>➤ Create Parent Concern Box and the Follow-Up Process</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ Secretaries</li> <li>➤ Title I Parent Representative</li> <li>➤ Math &amp; English Coaches</li> </ul>	<ul style="list-style-type: none"> <li>➤ Title I funding and Middle School of Pleasantville Activity Account</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create and Put in Place Workshops by the End of February</li> <li>➤ School Volunteer Program created by the End of February</li> <li>➤ Parent Concern Box by the End of January</li> </ul>

**Evidence of Success (How will we know that we are making progress? What are the benchmarks?)**

- Evidence of Success would be Parent Concerns will be addressed
- Workshops for Parents will be in place
- Parents will be engaged within the school and on social media
- Parents will be present and volunteering within the building

**Evaluation Process (How will we determine that our goal has be reached? What are our measures?)**

- Gain at least 3% of Parent Involvement by May 2016
- Have Parents actively volunteering within the building ( 5 times minimum by May 2016)

