

SOUTH MAIN STREET SCHOOL

School-South Main Street School

Address- 701 South Main Street
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.

SOUTH MAIN STREET SCHOOL

Name: **Felicia Hyman-Medley**
Principal

TABLE OF CONTENTS

PARENT INVOLVEMENT MISSION STATEMENT.....	1
SCHOOL MISSION STATEMENT.....	1
PARENTAL INVOLVEMENT INTRODUCTION & PURPOSE ACCORDING TO THE NON-REGULATORY GUIDANCE OF THE USA DEPARTMENT OF EDUCATION DATED APRIL 23, 2004	2-3
SCHOOL PURPOSE.....	4
DEFINITIONS.....	5
SCHOOL PARENT COMPACT & REQUIRED PROVISIONS.....	6
SCHOOL RESPONSIBILITIES.....	6-7
PARENTS RESPONSIBILITIES.....	8
ADDITIONAL PROVISIONS	8-9-10
GLOSSARY.....	10-11
APPENDIX A: PARENT VISITATION POLICY.....	12-13
APPENDIX B: PARENT VOLUNTEER APPLICATION.....	14-15
APPENDIX C: PARENT INVOLEVEMENT PLAN.....	16

SOUTH MAIN STREET SCHOOL

School's Vision

South Main Street School Staff is committed to help inspire all youth so that they can achieve their dreams with hard work and determination.

ALL CHILDREN CAN LEARN!!!

SCHOOL MISSION STATEMENT

South Main is a learning community characterized by high levels of student performance, behavior and citizenship. Staff creates a stimulating environment conducive to student learning. This school is a family of staff, students, parents and the community that stands united drawing strength from our diversity to pursue high standards and achievement.

SOUTH MAIN STREET SCHOOL

**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 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.

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.¹ 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

¹ Testing for Results: Helping Families, Schools and Communities Understand and Improve Student Achievement, US Department of Education, 2002. ****Parent Involvement Title I, Part A, Non-Regulatory Guidance, April 23, 2004, Page 1-2

¹ Rod Paige, USA TODAY, April 8, 2002, Page A-13

SOUTH MAIN STREET SCHOOL

process. Secretary Paige put it succinctly when he stated, “[s]chools can’t improve without the help of parents.”²

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 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.³

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.

³ 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](#)

SOUTH MAIN STREET SCHOOL

SCHOOL'S PURPOSE

South Main Street School's purpose is to promote a positive environment with quality learning opportunities to enable all students to develop to their full academic, emotional, social and physical potential. This will empower everyone to assume responsible citizenship in our local, national and global communities.

SOUTH MAIN STREET SCHOOL

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.

SOUTH MAIN STREET SCHOOL

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SCHOOL-PARENT COMPACT

The School's name: South Main Street School, 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 School's name: South Main Street School 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.

SOUTH MAIN STREET SCHOOL

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. Specifically, those conferences will be held:**

*Parent Teacher Conferences & Students' Portfolio will be schedule for:
Dates: 11-17-15 through 11-19-15. The portfolio conferences will provide parents with a clear understanding of their child's academic performance and progress.*

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 School's name South Main Street School. 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. The Parent Visitation Policy is provided in the school handbook.

See Appendix A

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

School's name South Main Street School practice an "Open Door Policy" therefore parent's participation is one that is constant and very casual. Parents have the opportunity to volunteer, participate in school events, observe classroom activities, and by contacting the school's Family Involvement Representative and/or the school's PTO/PTA. The Volunteers forms for are available for parents.

See Appendix B

SOUTH MAIN STREET SCHOOL

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 volunteer in our children's classroom.*
- *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 (Grade Level) Please review and revise sections highlighted below, as needed.

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

- *Do our homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

SOUTH MAIN STREET SCHOOL

School Responsibilities

The School name *South Main Street 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 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 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).

SOUTH MAIN STREET SCHOOL

School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the **School's name** South Main Street 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.

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.

SOUTH MAIN STREET SCHOOL

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;
- f) Is the same for all public schools and LEAs in the State; and
- g) 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)

SOUTH MAIN STREET SCHOOL

APPENDIX A: PARENT VISITATION POLICY

Parents may visit our classrooms. We do respect the right to ask them to make appointments so that there is the least amount of disruption to the instructional process. This appointment will insure that the class is in the classroom at the requested time and that both parties, teacher and parent, know the type of activity that is taking place in the classroom. Our goal is to accommodate parents within the following guidelines that help us run an orderly and secure school environment.

If the visitor is not a parent then parent permission must be secured in writing before visitation. This has been requested of grandparents who do not get to see their grandchildren due to separation or relocation to a different town or step-parents who are raising children that are not in their custody.

If one parent requests that another parent not see or pick up a child, they must put it in writing **and give the office supporting documents** such as a restraining order or court order. Staff cannot be put in the position to make decisions for or against feuding parents.

Parent visitation:

Try to solicit the reason for the visit from parent. Parents must not interrupt the classroom during their visits. Visitation should be for observation only. A follow-up conference can be scheduled with the classroom teacher for discussion of the visit.

A pink or green pass will be given to any parent who has been approved to walk through the halls to a classroom.

If a parent does not have a pink or green pass from the office in their hand then the teacher, or any staff member, is to assume the parent did not stop at the office for clearance. The teacher will ask the parent to please check in at the office.

If it is **an emergency** and the parent is signing the student out of school, then student will be called to the office and signed out. Parent is to wait in the office.

If reason is to drop something off, then the parent can leave the item(s) in the office and staff will make sure it is given to the student.

SOUTH MAIN STREET SCHOOL

If the parent insists on seeing the student to talk to them, then student is to be called down to the office to meet with parent in the office. Staff will check with classroom teacher first to **see if the student is taking a test** before having them sent to the office, except in an emergency. If the class is taking a test, then the parent is to be informed and asked to wait until the test is over. If they cannot, then child will be sent down immediately.

Only in extremely rare cases should the parent be allowed to go to the classroom during instructional time or to the cafeteria. Only the Principal will make that decision to allow a parent to go to the classroom. The parent is to be escorted to the classroom by the security staff or Principal.

If the request comes during the reading time, then parents will be asked to return or wait until the end of reading for the child to be called out of class.

SOUTH MAIN STREET SCHOOL

APPENDIX B: PARENT VOLUNTEER APPLICATION

Volunteer Program 2015/2016

Dear Parents and Caregivers,

As you know, Teamwork between home and school can only help make the education of children more successful and rewarding for all. One way you can help is by volunteering in the schools. The purpose of the School Volunteer program is to provide assistance for teachers and staff and to enrich the educational experience of the children. Any adult family member or caregiver (parents, grandparents, aunt, uncles, etc.) may participate.

You may help in the following areas:

1. Classroom helper: Volunteers work under the direction of the teacher helping with such things as tutoring, seat work, computers, reading stories, etc. Some teachers permit parents of their own children to work in their rooms, others prefer not.
2. Lunchroom helper: Volunteers help students find their seats, assist with opening milk and other food item, readying students for dismissal.
3. Playground: Assist students while playing on the grounds and equipment.
4. Resource volunteer: to provide enrichment through sharing of talents and special interests, hobbies, careers.

Other information about the program

The anticipated starting date for the program will be in November.

An orientation will be announced once volunteers are Board approved.

If you would like to participate, complete the registration form on the back and return it to your child's teacher.

Once you are registered more information will be sent home via your child.

Please feel free to call if you have any questions. (609)383-6895 ext. _____

SOUTH MAIN STREET SCHOOL

APPENDIX B: PARENT VOLUNTEER APPLICATION

Parent involvement Form
2015-2016

Parents + School = Success

Please complete this form and return to your child's teacher.

Last Name First Name
Address E-mail
Phone #

Children attending (School Name)

Name Teacher Grade

Name Teacher Grade

Name Teacher Grade

Please check off areas in which you would like to offer assistance.

Classroom helper Lunchroom helper PTO programs

Resource Volunteer Playground helper

Please indicate the days and time you would be available.

Mon. to Thur. to

Tues. to Fri. to

Wed. to

Thank you!

SOUTH MAIN STREET SCHOOL

APPENDIX C: PARENT INVOLEVEMENT PLAN

Parent Involvement Plan

Goal:			
Activities:			
Task/Action Steps “What Will Be Done”	Responsibilities “Who Will Do It”	Resources Funding, Time, People, Materials	Timeline By When-Day/Month
Evidence of Success (How will we know that we are making progress? What are the benchmarks?)			
Evaluation Process (How will we determine that our goal has been reached? What are our measures?)			