

Leeds Avenue School
100 West Leeds Avenue
Pleasantville, NJ 08232

**2022/
2023**

Parent Compact

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.

**Sherry Spence-Leslie, Principal
Kelli Best, Assistant Principal**

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ACCORDING TO THE NON-REGULATORY GUIDANCE OF THE USA

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School's Vision Leeds Avenue School

SCHOOL MISSION STATEMENT

The mission at Leeds Avenue School, Grades Pre-K thru five is to create a learning environment where students have the opportunity to reach their full potential.

- **Staff expectations are to reach that goal and include a variety of instructional strategies and differentiation of instruction.**
- **Students should continually be engaged in learning and respected as young learners.**
- **All staff will provide the tools for students to grow as respectful, caring citizens of our community.**
- **Teachers, administrators, parents, and the community share the responsibility for advancing this mission.**

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LEEDS AVENUE SCHOOL PURPOSE

Leeds Avenue School is an ENERGIZING Elementary School providing services for Pre-K through 5th grade. Students are taught a curriculum that is aligned with the Core Curriculum Content standards for New Jersey. The student enrollment is approximately 600 students with the primary languages of English and Spanish. We have numerous clubs which focus on various aspects of life that will help our students explore and learn about the world around them such as art, band, choir, student council, Yoga, Multicultural, Basketball, Football, Chess & Math and STEM (which focuses on the areas of Science, Technology, Engineering, and Math.) In addition, we were awarded a three-year grant from the NJEA Priority Schools Initiative that focuses on reading and writing. Through this grant we have implemented guided reading in all our classrooms, and as part of the initiative, we encourage parents to read with their children at fifteen to twenty minutes per night. Lastly, throughout the school year, we have numerous assemblies and competitions that focus on academic achievement and several subjects from the Core Curriculum.

Here at Leeds Avenue School, we are like a family. Our main focus is to come together as parents, students, and staff and to work TOGETHER as one unit- a family unit. Our teaching staff, support staff, and administrators are dedicated to helping our children be as successful as they can be. Nothing is unreachable; the sky's the limit for our parents and students at Leeds. Workshops will be presented to keep parents informed of the curriculum and other areas that impact the education of our children throughout the school year. Especially supporting one another during virtual learning.

“LEEDS LEADS THE WAY WITH CHARACTER”

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.

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

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SCHOOL-PARENT COMPACT

*The **Leeds Avenue 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 the school year **2021-2022**.*

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 Leeds Avenue 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:**

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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. Also provide support to students during virtual learning.

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:

Virtual Parent Teacher Conferences will be held on December 6th-December 8th 2022 and March 8th - March 9th 2023 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 students 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 Leeds Avenue School. They are the tools that provide reasonable access to staff and administrators. Other means of communication, such as emails and students agendas or journals, 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: volunteering with our PTO (Parent Teacher Organization) and other activities the teachers will ask parents to participate in.

Leeds Avenue School practices an "Open Door Policy;" therefore, parents' participation is one that is constant and very casual. Unfortunately due to covid, we are not able to give parents the opportunity to volunteer. We will be able to give parents the opportunity to participate in school events virtually. Parents can always contact the school's Family Involvement Representative and/or the school's PTO/PTA.

See Appendix B

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 informed 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 will respond 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 Committee, or other school advisory or policy groups.*



ADDITIONAL PROVISIONS

Student Responsibilities (Grade Level)

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.*

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Leeds Ave School Responsibilities

The **Leeds Avenue 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 in the morning or evening so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students) to this meeting and will encourage them to attend.
4. Hold additional parental involvement meetings in the morning or evening so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students) to this meeting 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 practical, 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 include a description and explanation of the school's curriculum, the forms of academic assessment used to measure the 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 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

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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).

Leeds Avenue School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the **Leeds Avenue 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 and the district and provide 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.

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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)

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Because of covid mandates, we are encouraging parents to use another form of communication to meet such as Class Dojo and Google Meet.

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:

If it is **an emergency**, and the parent is signing the student out of school, then the student will be called to the security desk and signed out. The parent is to wait in the front lobby.

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

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If the parent insists on seeing the student to talk to them, then the student is to be called down to the office to meet with the parent in the office. Staff will check with the 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 the 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 the 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.

APPENDIX C: PARENT INVOLVEMENT PLAN
Parent Involvement Plan

Goal: Build a strong bond with parents/guardians by engaging parents, students, and staff members with family centered activities/events that work hand in hand with the curriculum. Encourage and provide support to parents, students, and staff as needed. Collaborate together to improve the existing Parent Compact.

Activities: Parenting Workshops, Family community Involvement, Educational Workshops for parents, and PARC workshops which inform parents of test requirements. Also, Cultural Awareness: Hispanic Heritage Celebration and Black History month program.

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Task/Action Steps “What Will Be Done”	Responsibilities “Who Will Do It”	Resources Funding, Time, People, Materials	Timeline By When-Day/Mont
<p>Frequent formal and informal PTO meetings that target concerns and more involvement. Equip parents to become more involved with their children throughout their academic years.</p>	<p>Parental Involvement Representatives will collaborate with the school and building administrators.</p>	<p>Funding- PTO Acct, Title 1 funding as needed. Time- Daily, weekly, monthly, as needed. People- Parental Reps, PTO, staff members Materials- Cart, coffee pot, PTO Rep, Educational Literature as needed.</p>	<p>Time will vary by month based on events/activities.</p>
<p>Evidence of Success (How will we know that we are making progress? What are the benchmarks?) The Parental Involvement Binder, along with the PTO, will be kept up to date monthly. Enroll parent population and staff in the Leeds Ave PTO. PTO officers and parent volunteers will be trained on the policies for Leeds Ave School. We will focus on students, parents, staff, and all stakeholders to unify to set the atmosphere for academic and social excellence as an on-going process until June 2023.</p>			
<p>Evaluation Process (How will we determine that our goal has been reached? What are our measures?) As we meet with PTO, we will develop an open line of communication that will allow our parents, students, and staff working together to solve issues that may arise through surveys and reading comments from our suggestion box.</p>			
<p>Mrs. Tamaika Luna, Parental Involvement Representative LAS 2022-2023</p>			