

September 2011

**White Township Consolidated School
School-Parent-Student Compact**
(In compliance with the No Child Left Behind Act of 2001)

School-Parent-Student Compact

The White Township Consolidated School-Parent-Student Compact is a plan that outlines 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 students achieve state standards.

The White Township School District will:

- *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the New Jersey Core Curriculum Content Standards.
- *To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- *Provide information and school reports in a format and, to the extent practicable, in a language parents understand.
- *Jointly develop and agree on a parent involvement policy with the parents of participating students. This compact will be distributed to parents of participating students.
- *Provide a coordinator, technical assistance, and other support necessary to assist schools in planning and implementing parental involvement activities to improve student academic achievement and school performance.

Parents/Guardians of Students will:

- *Assure their child's prompt and regular attendance and compliance with school rules and procedures.
- *Talk with their child daily about school activities and show an active interest in their assignments.
- *Provide a regular time and place for homework assignments.
- *Communicate any needs and concerns to appropriate school representatives.
- *Respond to school communications promptly, attend parent conferences and programs, and encourage their child's social and intellectual development.

Students will:

- *Put forth their best effort at all times when in school.
- *Follow school rules and procedures.
- *Complete and return homework and other assignments in a timely manner.
- *Respect and care for school property.

WHITE TOWNSHIP CONSOLIDATED ELEMENTARY SCHOOL
565 C.R. 519
BELVIDERE, NEW JERSEY 07823

Mr. Al Annunziata
Superintendent

Telephone 908-475-4773
Fax 908-475-3627

Mrs. Dawn Werkheiser
Principal

September 2011

Dear Parents/Guardians:

We have completed our school-wide needs assessment process and have determined that your child is eligible to receive services through our Basic Skills Improvement Program in the subject(s) checked below for the 2011-2012 school year.

In grades two, student eligibility for our program is determined through an evaluation of each child's New Jersey PASS results, as well as the recommendations of classroom teachers. Students who receive a total score in mathematics that is below 22 out of 40 possible points earned, as well as students who receive a total score in language arts that is below 20 out of 42 possible points earned, and who have been recommended for services by their teachers, are eligible to participate. Kindergarten students are invited to participate in the program based on their progress in reading, writing, and mathematics throughout the school year, and as measured at the end of the year. First and second grade students were given the Developmental Reading Assessment. Any students who scored significantly below grade level on the DRA, and who are also recommended for services by their teacher are included in our program for reading/writing.

This year our third through seventh grade students were administered the New Jersey's statewide assessment, the NJ ASK 3 –7. Students who scored below 215 on the language arts and/or mathematics sections and who have also been recommended for services by their teachers are eligible to participate in our BSI Program.

Funding for our Basic Skills Improvement Program continues to be supplied through federal No Child Left Behind grants. Our hope is that our program will continue to meet each student's individual needs by providing them with extra help from either a Basic Skills teacher or aide in their regular classroom and/or the opportunity to receive additional instruction in a pull-out setting. If you would like any further information about our BSI Program, an explanation of your child's test results, or to give your input into

planning next year's programs, please feel free to call me at 475-4773 ext. 324 or contact me via e-mail at walsh@whitetwpsd.org.

We look forward to working with you and your child during the 2011-2012 school year and encourage you to contact us with any questions or concerns you may have.

Very truly yours,

Mrs. Alison Walsh
BSIP Coordinator

_____ is eligible to receive supplemental instruction in:

_____ Language Arts/Literacy
(Reading and Writing)

_____ Mathematics

September 6, 2011

Dear Parent/Guardian:

The *Elementary and Secondary Education Act* is our country's most important federal education law. In 2001 this law was reauthorized and is now called the *No Child Left Behind Act of 2001 (NCLB)*. *NCLB* was designed to make changes in teaching and learning that will help increase academic achievement in our schools.

The law requires that all schools receiving Title I funds must inform parents of their right to ask schools about the qualifications of their child's teachers. Our school receives Title I funding and we are happy to share this information with you at your request.

We believe that nothing is more important to your child's education at school than having a well-prepared and highly qualified teacher. The law requires that all teachers who teach in core content areas must meet a specific legal definition of "highly qualified" in order to teach in schools that receive Title I funding. The legal definition of a "highly qualified teacher" has three parts. It states that the teacher must have the following:

1. A four-year college degree
2. A regular teaching certificate/license
3. Proof of his/her knowledge in the subject they teach

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff at White Township Consolidated Elementary School. All our regular teachers have college degrees and many have advanced degrees. The state of New Jersey has always required a teaching certificate/license for all teachers. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

Most teachers already meet this legal definition of highly qualified. Teachers in the state of New Jersey are required to meet this definition.

To ensure that every child in every classroom has a highly qualified teacher, the state of New Jersey and our school district are working together to help teachers meet the requirements of the federal law by providing several options. Teachers may take a content Praxis test, or they can demonstrate their expertise through a college major in the content.

A highly qualified teacher knows what to teach, how to teach, and has a full understanding of the subject matter being taught. We believe that every teacher in our school is fully qualified and dedicated to teaching your child, and we will do everything possible to help our teachers who may not yet meet the legal definition required by the federal government.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on *NCLB*, and the role of parents, please visit the United States Department of Education (USDE) Web site at www.ed.gov/nclb.

By partnering, families and educators can provide your child with the best education possible.

Sincerely,

Mrs. Alison Walsh, NCLB Coordinator

POLICY

White Township Board of Education

Section: Program

2415.04. PARENTAL INVOLVEMENT (M)

Date Created: February, 2004

Date Edited: April, 2007

2415.04- PARENTAL INVOLVEMENT (M)

M

A school district that receives Title I funds must implement programs, activities and procedures for the involvement of parents in programs assisted by Title I funding. The district will reserve not less than one percent of its allocation under Subpart 2, which shall include promoting family literacy and parenting skills. Parents of pupils receiving Title I services shall be involved in the decisions regarding how funds will be allotted for parental involvement activities. The district is not required to reserve at least one percent of its allocation under Subpart 2 if the one percent of the district's allocation is \$5,000.00 or less.

Each school served with Title I funds shall jointly develop with, and distribute to, parents of participating pupils, this parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of No Child Left Behind Act (NCLB) of 2001, §1119(a) through (f). Parents will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents and schools within the district.

"Parent", for the purposes of this policy, means a parent and/or legal guardian. "School", for the purposes of this policy, is a specific school in a Target Assistance Title I program or schools within the district in a school-wide Title I program.

Policy Involvement

Each school served with Title I funds will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school's participation and the requirements of this Policy, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, childcare, or home visits, as such services relate to parental involvement;
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under NCLB, §1114(b)(2);
4. Provide parents of participating pupils:
 - a. Timely information about programs required by NCLB, §1118;
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
5. Submit any parent comments on the plan when the school makes the plan available to the Board of Education, if the school-wide program plan under §1114(b)(2) of NCLB is not satisfactory to the parents of participating pupils.

Shared Responsibilities For High Student Academic Achievement

Each school served by Title I funds shall jointly develop with parents of all pupils served with Title I funds, a school-parent compact that outlines 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. The compact will:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the pupils served by Title I funds to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual pupil's achievement;
 - b. Frequent reports to parents on their children's progress; and
 - c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity For Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and school district assisted with Title I funds:

1. Shall provide assistance to parents of pupils served by the school in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this Policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;

2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Shall educate teachers, pupil services personnel, Building Principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
6. May involve parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of such training;
7. May provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training;
8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. May train parents to enhance the involvement of other parents;
10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents

who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

11. May adopt and implement model approaches to improving parental involvement;
12. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
13. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
14. Shall provide such other reasonable support for parental involvement activities under this Policy as parents may request.

Accessibility

In carrying out the parental involvement requirements of NCLB, §1118 and this Policy, the school and school district, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, to include providing information and school reports required under NCLB, §1111 in a format and, to the extent practicable, in a language such parents understand.

The district will inform parents of any parental information and resource centers that provide training, information, and support to parents and individuals who work with local parents, school districts, and schools receiving Title I funds.

The Superintendent of Schools will submit this Policy to the New Jersey Department of Education for review to be sure the Policy meets the requirements of NCLB, §1118.

No Child Left Behind Act of 2001, §1118

Adopted: 16 February 2004

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