

# **Boonton Public Schools**

## **Boonton High School**

### **School – Parent Compact**

The Boonton High School and the parents of the students participating in activities, services and programs funded by Title 1, Part A of the Elementary and Secondary Education Act agree that this compact outlines how the parents, the entire schools staff and the students will share responsibility for improved student academic achievement and the means by which the schools and parents will build and develop a partnership that will help children achieve the State’s high standards. This School-Parent Compact has been developed with available input from all Title One Parents, and reflects the needs and concerns specific to the stakeholders of Boonton High School.

This school-parent compact is in effect during the 2016-2017 academic year, and shall be evaluated on an-going basis to insure maximum effectiveness. This compact is part of the school’s written parental involvement policy developed by the school and parents.

### **Required School-Parent Compact Provisions**

#### **School Responsibilities**

**The Boonton Public Schools (BHS) will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet the State’s student academic achievement standards as follows:**

Boonton High School will provide an optimum educational experience for all students, creating a passion for learning and encouraging all students to perform to their highest academic potential while promoting self expression, cooperation and respect for others. This shall be accomplished via a seamless integration of the Common Core State Standards (CCSS) into the district curriculum, incorporating best teaching practices and technology into the fabric of the classroom environment. JHS and SSS will provide parents with assistance in understanding the CCSS and State assessments through parental involvement activities held throughout the course of the year. Through the combined efforts of staff, parents and students, an optimal and productive learning environment will be established through which students will achieve to their maximum potential.

- 2. Provide parents with opportunities to have parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.**

During school/grade level orientation programs, Back to School Night, in our school weekly and monthly updates and in home/school communications parents are urged to contact the school office to arrange a meeting with the teacher whenever it is believed that a conference would be necessary or helpful. All staff members, including teachers, principals and nurse are available for conferences with parents upon request.

The Boonton High School faculty and administrations encourage frequent communications between parents and teachers, believing that this is the single most effective way to help students achieve their potential. Communication between home and school minimizes students’ difficulties and enhances the quality of the education that can result from total mutual understanding.

- 3. Provide parents with frequent reports on their children’s progress.** Specifically, Boonton High School will provide reports as follows:

Boonton High School students receive reports cards in November, January, April and June. Mid-marking period progress reports for students are sent home in October, December, March, and May

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

If a parent would like to speak with a specific staff member, teachers are available for consultation before and after school or during a teacher’s prep period at mutually agreeable times. In addition, parents may choose to contact a staff member by email or telephone to communicate their concerns. All teacher and administrator emails are posted on the school web sites and parent portal, Edline.

- 5. Provide academic support to both parents and children outside of the normal school day.** In an effort to extend opportunities for both parents and children to strengthen academic skills in language arts and math, tutoring program for math and LAL skills fragile students, homework help, and adult literacy programs are available through the National Honor Society and local community organizations.
- 6. Involve parents in the planning, review and improvement of the school’s Parental Involvement Policy, in an organized, ongoing, and timely way.**
- 7. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing and timely way.**

8. 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. For the 2016-2017 school year, the Title I Annual Meeting is scheduled on September 28, 2016. The school shall 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 program (participating students), and will encourage them to attend.
9. 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.
10. 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.
11. 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 practically possible.
12. 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.
13. 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 1 Final Regulations (67 Fed. Reg 71710, December 2002).

**Parent Responsibilities**

**I will support my child's learning in the following ways:**

- Monitoring attendance and insuring my child arrives to school on time.
- Making sure that homework is completed and checking Realtime for assignment information.
- Participating, as appropriate, in decisions relating to my children's education.
- Staying informed about my child's education and communicate with the school by promptly reading all notices from the school or the district either received by my child or by mail and responding as appropriate.

**Student Responsibilities**

As a student, I will share the responsibility to improve my academic achievement/progress and achieve the State's high standards. Specifically, I will:

- Do my homework each day that it is assigned and ask for help when I need to..
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school each day.

**My child and I have read this compact.**

**Student Name:** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_