



LONG HILL TOWNSHIP SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT

759 Valley Road
Gillette, N.J. 07933

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Superintendent of Schools

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Dear Parents and Guardians:

Parent involvement is an essential component of the Long Hill Township Schools Title I Program under the Elementary and Secondary Education Act (ESEA). The success of our students is predicated on the interaction of parents, teachers, and any other staff members immediately involved with student achievement. The Home-School Connection is the foundation for a solid education and the beginning of a bright future for our children.

Family involvement in education makes a difference: in fact, it can make the difference in a student's achievement at school and in life. Therefore, a compact has been developed that clarifies what families and schools can do to help children reach high standards. It serves as a clear reminder of everyone's responsibility to take action at school and at home so that children can learn what is required of them. With the potential to create consensus and action, this compact defines the mutual responsibilities we all have for improving education now. We all have a role to play in helping students learn and achieve standards of excellence.

Please review the attached School-Parent Compact and talk to your children about the shared responsibilities of the home and school communities. Sign and return the first page of the compact to your child's teacher as soon as possible. Bringing together a team for better education is "everyone's business," and we must all strive to strengthen the communication and commitment needed to reach our goals. Remember that successful partnerships make successful schools!

Sincerely,

Dr. Edwin Acevedo
Superintendent of Schools



LONG HILL TOWNSHIP SCHOOL DISTRICT

Gillette School
759 Valley Road
Gillette, NJ 07933

SCHOOL-PARENT COMPACT

The Gillette 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 2016-17 school year.

The responsibility for a child's learning must be shared between home and school. The child holds the primary responsibility for his or her learning. However, the school staff and parents share in this responsibility by facilitating and encouraging learning. Without the proper models who provide encouragement, the child will not have the tools or the motivation to learn.

In order to ensure high student performance that will enable the student to meet the State's high content and performance standards, a Gillette School-Parent Compact has been designed. This compact is an agreement that outlines the responsibilities of the school administrators, teachers, and other school staff, the parents and the students in ensuring improved student achievement, as well as the means by which the school-parent partnership shall achieve this end.

We, as educators and parents, agree to work together to achieve our mutual goal of providing high quality education for our children. This compact outlines the responsibilities of the school staff, the parents and the students to ensure success in the high content and performance standards set forth by the State of New Jersey for all students.

Signature of Teacher

Signature of Parent or Guardian

The Role of the Parent or Guardian

Parents will support student learning by participating in decisions relating to the education of their children. Parental contributions to the school program through consultations with the school staff will promote an effective program resulting in higher student achievement and a greater respect for learning. Parents will monitor attendance, assure homework completion, limit television viewing, volunteer their time, and help their children use out-of-school time in a constructive and wholesome way.

The Role of the Student

Understanding the role a student plays in his or her own education is essential for success in school. Students will take responsibility for their learning by assuming active roles through participation, questioning, asking for help when needed, and by developing good study habits. Completing assignments, following the rules, and showing respect for the school. The school shall, and the other students will provide the foundation for a solid education and a positive attitude toward learning.

The Role of the School

The school will assume responsibility for providing high-quality curriculum and instruction in a supportive and effective learning environment. The importance of ongoing communication between teachers and parents is stressed to ensure a partnership that extends beyond the school into the community.

Components of the Compact:

The following components indicate staff, parent, and student responsibilities for the learning process. The responsibilities are outlined on the left, followed by a brief description with the columns on the right indicating who is accountable.

Responsibility	Description	Staff	Parent	Student
Parent - Teacher Conference/ Contact Logs	Conferences are ongoing throughout the school year upon parent or teacher request. Scheduled conferences occur in October and as needed.	X	X	
Parent Meetings	Trainings/meetings are held during the year to assist parents in supporting their children's academic programs.	X	X	
Back-to-School Night	Every fall, parents meet with teachers and Title I teachers to learn about the curriculum and plan for the new year.	X	X	X

Responsibility	Description	Staff	Parent	Student
DARE	Drug prevention program provides drug education for teachers, parents, students.	X	X	X
Staff Meetings/Trainings	Meetings are held at the building level for all staff to discuss issues taking place in the school community.	X		
Grade Level Meetings/PLCs	Meetings are held at each grade level with the Reading Specialist and Principal to discuss areas of concern affecting student learning.	X		
Staff Development	Teachers will attend in-service workshops as well as out-of-district workshops/seminars to be kept informed of new techniques and strategies.	X		
Assessment of Student Needs	The assessment of a multiple measure of success.	X		
Title I Folders	Folders are maintained on every Title I student. These folders contain test results, monitoring forms, quarterly up- dates, assessments and work samples.	X		
Student Progress Report	Reports are completed by teachers stating areas of strength and improvement.	X		
Resources and Materials	Staff review with Director of Curriculum, Reading Specialist, and building principals resources and materials available to teachers that are appropriate for Title I students.	X		
Instructional Techniques	A wide variety of approaches are provided to satisfy all learning styles, to include: in-class model, alternative setting for small groups, computer-assisted instruction, and library-media integration.	X		X

Responsibility	Description	Staff	Parent	Student
Completion of All Assigned School Work	This includes class work, homework, and special projects prepared neatly and according to the teacher's directions.			X
Parent Newsletter	A newsletter containing parenting tips and activities for parents and children is sent home.	X	X	X
Parent Survey	A survey is completed by parents regarding program design and program implementation. Parents have an opportunity to offer suggestions, ideas, and ways to improve the program.		X	
Assignments	Assignments should be completed in an environment conducive to learning and success.		X	X
Attendance	Goals are to strive for perfect attendance with no tardiness. Awards will be offered and achievement acknowledged.	X	X	X
Positive Parenting	Praise children, encourage them to succeed, show interest in their work and accomplishments, and provide positive extracurricular activities.		X	
Public Library	Parents are encouraged to use the public library as a resource for assignments and leisure activities.		X	X
Family Nights Parent Trainings	Evenings for parents and their children to learn together in areas of literacy and math. <i>Make-it and take-it activities</i> are created by staff for students and parents to enjoy. Presentations are provided by specialists and teachers. Consultants are also invited to present for parents.	X	X	X

Responsibility	Description	Staff	Parent	Student
PTO Sponsored Family Events	The PTO bridges the gap between home and school. PTO events allow the children to be truly a part of the school community.	X	X	X
Character Education/ <i>Connected & Respected</i> / Peer Mediation	Our school participates in character education programs, which emphasizes those personal characteristics that adults and children should strive towards, such as Honesty, Caring, and Respect.	X	X	X
Web Site	Parents can keep up to date with the school's activities in class or in Title I at the school web site. www.longhill.org	X	X	X
Computer Lab/ Technology	Each child works at his or her own pace. Their progress is tracked and the program becomes progressively more difficult.			X
Computers in Classrooms/ Technology	Children have access to computers for researching information, writing projects, or educational games.	X		X
Library Media Center	Our library is stocked with books appropriate for children in grades K-5 including picture books, fiction, science, reference books, etc. Children are taught to use the library for research as well as for pleasure.	X		X
Guidance Counselor	The Guidance Counselor is available mornings to talk with children individually or in small groups.	X		X

Communication	Each staff member has voice mail and will check for messages regularly. Parents are encouraged to participate in classroom activities and to contact the Title I teachers if they have questions or are concerned about their child's learning.	X	X	
Monitoring Student Performance	On-going monitoring of student progress will allow for early recognition of problem areas and the implementation of interventions needed.	X	X	
Email	Each of the Title I teachers will respond to Email messages within a reasonable amount of time.	X	X	