

Title I School-Parent-Guardian Compact

Margaret Mace School

The **Margaret Mace School**, and the parents/guardians 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/guardians, 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/guardians will build and develop a partnership that will help children achieve the challenging State academic standards.

This school-parent compact is in effect during school year **2026 - 2027**

Required School-Parent/Guardian Compact Provisions

School Responsibilities

The Margaret Mace School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State academic standards as follows;
- Hold parent/guardian-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents/guardians with frequent reports on their children's progress.
- Provide parents/guardians reasonable access to staff.
- Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure homework is completed when assigned.
- Monitoring amount of television watched by my children.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.

- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my child or by mail, or responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent/guardian 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 or other school advisory or policy groups.

Student Responsibilities

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

- Do my 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/guardian all notices and information received by me from my school every day.]

Signatures

Parent/Guardian: _____ **Date:** _____

Student: _____ **Date:** _____

Homeroom/Grade: _____

	READING
	LANGUAGE ARTS
	MATHEMATICS

Please complete and return to school

Parent/Student/Teacher/ Compact

School Year: _____

Student: _____ Grade/Homeroom: _____

Classroom/Homeroom Teacher: _____

Basic Skills Teacher: _____

As A Parent/Guardian, I Will Encourage My Child's Learning By:

- _____ Ensuring that my child is punctual and attends school regularly
- _____ Providing a quiet well lighted place for study and establish a regular time for homework
- _____ Attending parent-teacher conferences

Signature _____
(Parent/Guardian)

As A Student, I Will Become An Active Partner In My Own Learning By:

- _____ Attending school regularly and completing homework assignments
- _____ Coming to school on time each day with the necessary tools for learning
- _____ Cooperating with parents and teachers

Signature _____
(Student)

As A Teacher, I Will Encourage And Support the Student's Learning By:

- _____ Encouraging students and parents by providing information about student progress
- _____ Welcoming the support of parents in helping their child achieve educational goals
- _____ Providing instruction in a supportive and effective learning environment

Signature _____
(Teacher)

As A Supervisor, I Will Uphold This Compact By:

- X Establishing open communication between the teacher, parent, and student
- X Providing opportunities for students to become productive citizens
- X Supporting opportunities for parents to be involved in the school and in their child's education

Patricia Donlan

Basic Skills Improvement Program Coordinator

I give permission for my child to receive Basic Skills Instruction.

Parent/Guardian signature _____

Phone Number _____

email address _____

Date _____

Return Compact

Eligibility Assessment Charts

Test Date: _____ Grade 2 MAPS – Measures of Academic Progress (Current Grade 3) RIT Score								
Reading Lo Average High ----- ----- 161 191 230			Language Usage Lo Average High ----- ----- 161 191 230			Mathematics Lo Average High ----- ----- 161 191 250		
/191			/191			/191		

Test Date: _____ Grade 3 through 7 NJ ASK (Current Grades 4 – 8)		
----- ----- 100 200 300 Partial Proficient Proficient Advanced Proficient		
Language Arts Literacy		Math
/200		/200

Date: _____ OTHER			
	Reading	Language	Math
Teacher Recommendation			
Test Administered			

M – Monitored students will have their educational progress reviewed each quarter and Basic Skills instruction will be available if needed.