

JOHN A. FORREST SCHOOL

SCHOOL-PARENT COMPACT 2018-2019

The John A. Forrest 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), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved students' 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.

The school-parent compact is in effect during the school year 2018-2019.

SCHOOL RESPONSIBILITIES

The John A. Forrest School 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:**

A. Vision

At John A. Forrest School, our slogan "The Place to Grow" conveys the belief that we are all a community of learners. We are respected as individuals and valued as partners in the "wonder" of education.

Utilizing a variety of assessment techniques that enable us to know the "whole" child, our teachers strive to meet the individual needs of children. Our ongoing focus on literacy instruction serves as a framework for inquiry-based learning. An interactive classroom environment supports each child's unique abilities to learn developmentally, to take risks, to be creative, and to learn from mistakes.

In a climate of high expectations, students, staff, and parents collaborate in the 'excitement' of learning. To meet the rigors of the New Jersey Student Learning Standards (NJSLS), the faculty of Forrest School prioritize differentiated instruction that addresses the needs of individual students in a heterogeneous setting. Using a variety of authentic assessment strategies, teachers develop quality instructional experiences that are tailored to students' individual learning styles. We support an inquiry approach to learning in a constructivist environment that encourages children to become independent learners and critical thinkers.

B. Language Art

A primary goal is to provide extensive opportunities for teachers and students to read, write, and share. The Reading and Writing Program is process-based and structured around literature-based books. Every child is expected to have text, which he/she can read, in hand. Routine teacher-student conferences to assess each child's growth as a reader and writer are essential components with teachers modeling suggested approaches.

C. Mathematics

Students in all grades receive approximately seventy (70) minutes of math instruction daily using *Everyday Mathematics* - a comprehensive Pre-K through 6th program. Underlying the *EM* curriculum are six strands of knowledge: Algebra; Data and Chance; Geometry; Measurement; Numeration and Order; Patterns, Functions, and Sequences; Operations; and Reference Frames. At each grade level, learning targets are identified for each of the six strands and instruction focuses on real-life problem solving, balance between whole-class and self-directed learning, emphasis on communication, facilitation of school-family cooperation, and appropriate use of technology. Using the Fair Lawn Public Schools Curriculum Guide, the New Jersey State Learning Standards, math portfolio assessments, and classroom observation, teachers structure small groups to improve the skills that need further mastering.

D. Social Studies

A continued emphasis for the 2018-2019 school year is multiculturalism with a review of current events and understanding and respect for other people's cultures.

During the past year, Forrest School continued to expand its unique Museum School program. Entitled "New Jersey, My Home: Crossroads of the American Revolution," our fourth graders visit Morristown National Historic Park and Dey Mansion in an interactive, differentiated learning experience that extends their social studies/literacy learning. In addition, our fifth graders participate in a field trip to the Metropolitan Museum of Art to reinforce the Western Civilization curriculum.

E. Science

Science instruction is guided by a hands-on and discovery approach to learning. In 2018-2019, we will: utilize technology as a tool to enrich science instruction; utilize community members and other resource personnel to share expertise in science areas; emphasize how school surroundings are rich sources for instruction with meaningful local, state, and national concerns.

F. Physical Education and Health

The physical education program will continue to be structured around the Fair Lawn Public Schools Curriculum Guide and the New Jersey State Learning Standards (NJSLs). One hundred and fifty minutes of instruction will be provided with a combination of physical education and health activities.

Each student in the school will receive one hour of physical education per week taught by the physical education staff. Activities to be covered include: large and small motor coordination skills; individual and team sports; lead-up games and activities; tumbling and gymnastics

G. Visual Arts

The art program will follow the Fair Lawn Public Schools Curriculum Guide and the New Jersey State Learning Standards (NJSLs). Students will be provided an extremely diverse program, which exposes them to a wide variety of media, such as enamels, water colors, acrylics, tie-dyeing, clay, weaving, printing, crayons, pastels, wood, plastics, metal foil, and linoleum engraving. The art program is developmental in that it progresses from the less difficult to the more difficult, as the student moves from grade to grade. The instructional period will be one 35 minute session per week taught by the art specialist with classroom teachers providing additional experiences in the classroom via cross-curricular connections. A continued emphasis for the 2018-2019 school year will be the integration of art and technology.

H. Music

Using the Fair Lawn Public Schools Curriculum Guide and the New Jersey State Learning Standards (NJSLs), the teachers will provide a diverse program to meet the stated objectives. Students will learn to understand notation and symbols, differentiate rhythmic patterns, read music, and acquire an appreciation of the different composers and musical styles. Music instruction will be one 35 minute period per week taught by the music/movement specialist with classroom teachers providing additional musical experiences in the classroom via cross-curricular connections.

I. REACH (Enrichment Program)

The program for the Gifted/Talented students will continue to evolve with staff and administrative assistance. This program will be a combination of pull-out/enrichment and independent studies. For the 2018-2019 school year, the enrichment teacher will work with teachers to collaboratively design extension activities.

The objectives of the program will be to provide experiences and opportunities for the students to: develop higher cognitive skills, such as synthesis and evaluation through the use of Bloom's Taxonomy of Learning; work effectively in a group and independently with resource people in the school and from the community; develop problem identification, problem solving and decision making skills; develop research skills and multi-media approach for gathering and disseminating information; work effectively in a group and independently with resource people in the school and from the community; and learn to evaluate his/her own performance and growth.

The REACH teacher consults with Grade 4 and 5 teachers and students in a year-long "exit project" that integrates literacy, technology and content area explorations in a comprehensive authentic assessment experience. Students develop "thesis" statements that guide their inquiry. Using rubrics as assessment tools for their oral and written presentations, students apply their knowledge and skills to real-life investigations that are presented before a panel comprised of their teachers and peers.

J. Library/Learning Media Center

Library experiences will provide the following for each grade level:

- Kindergarten: additional opportunities to listen to stories and to look at many illustrations; an introduction to the best in children's literature and the best in art for children; and the opportunity to select a book for home reading.
- First Grade: extend horizons through stories providing vicarious journeys into situations that could be their own; an introduction to parts of a book; and the opportunity to select a book for home reading.
- Second Grade: an introduction to specific library connections of group interest (e.g., poetry, fairy tales) and the opportunity to select a book for home reading.
- Third Grade: an introduction to locations of all library materials and shelf arrangements; access to information sources via the Internet; and the opportunity to select a book for home reading.
- Fourth and Fifth Grades: extensive work with reference books; access to information sources via the Internet; and the opportunity to select a book for home reading.

K. Technology

The integration of technology into our instructional program continues to be prioritized in conjunction with our differentiated instruction focus. The district technology coordinator will assist teachers in lesson design and teaching and plan staff development sessions throughout the school year. Students in grades K-5 will receive one 35 minute class per week taught by a technology specialist.

The technology program is designed to empower students and teachers to use the tools of educational technology to create, construct, and shape the teaching/learning process. All K-5 teachers will have an individual computer stations in their classrooms with internet access. Grade level expectations in the use of technology are detailed. Specific instructional units at each grade level will be developed to assess the children's abilities to use technology as a tool for new learning.

The Forrest School PTA continues to support our many technological programs including, but not limited to, electronic field trips, mini-grants for teachers, and the purchase of wireless technology. The PTA has, in addition, supported the purchase of SMART Boards for each of our classrooms.

L. English as a Second Language (ESL)

Students of limited English proficiency (LEP) are identified and provided instruction to develop academic skills while acquiring English language skills. The responsibility of the teacher is to design and implement an educational program for each limited English proficient student that will both meet their needs and to assure compliance with state and federal regulations.

M. Ancillary/Basic Skills

The program teachers work with recommended children in a language arts and/or mathematics academic support program. Students are identified using performance indicators, standardized test results, classroom teacher recommendations and locally developed screening tools. Children will receive remedial instruction following a pull-out and/or push-in model of instruction based on their academic needs.

N. Speech and Language

The certified speech specialist works with children that have been identified with an Individualized Education Plan as requiring speech and language services due to speech and language development difficulties.

This is accomplished via individual and small group instruction with need-specific programs prescribed to improve areas of diagnosed needs.

O. Special Education LLD and Resource

Teachers will work with classified students in the appropriate setting. All areas of instruction will be reinforced, with replacement or supplemental support provided in LAL and mathematics as needed. Close contact between the general and special education teachers will be maintained to monitor each student's progress and develop and implement appropriate accommodations.

P. World Language

The World Language teacher will work directly with children k-5 grades for one thirty minute French sessions per week. Fundamental, communicative French language skills and cultural highlights of French speaking countries and locales serve as the curricular framework for instruction. Classroom teachers are encouraged to participate in the learning, so that the target language could continue to be reinforced for students outside of the direct instruction. Classroom teachers in grades K – 2 will have opportunities to work with the World Language teacher, in order to implement world language activities into their instruction.

Q. Character Education

Our ongoing focus on wellness and character education initiatives complement an ongoing academic emphasis. Our "Manners Monday," a nationally recognized program of excellence, focuses on etiquette in the context of an authentic school-based bistro setting.

This year, in our never ending quest to become better people, the students and teachers at John A. Forrest School will continue to participate in a service learning project based on 'The Six Pillars of Character' as well as introduce character education activities from the Sanford Harmony Social Emotional Learning Program.

Although not everyone uses the same definition for service learning, the core concept is the same: making powerful connections between service to the community and specific academic goals. It requires students to: identify the needs of their community, create a plan of action for addressing those needs, implement the plan, and reflect on what they have learned from the experience. Done well, the benefits of this learning include: a positive school environment, increased student engagement, improved thinking skills and academic achievement, improved character and social behavior, stronger ties for students to the community, and increased community support for the school.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

Specifically, these conferences will be held in December 2018 and March 2019 during regularly scheduled report card meetings between parents and teachers. In addition, early intervention mathematics and literacy teachers will confer with parents of their targeted students at least once during the fall term and once more during the spring term.

3. Provide parents with frequent reports on their children's progress.

Parents will receive report cards three times a year from the classroom teacher. In addition, parents of students who receive early intervention support in literacy and/or mathematics will receive interim progress reports from the Early Intervention teaching staff.

4. Provide parents reasonable access to staff.

Specifically, staff will be available for consultation with parents before school at 8:15 AM and after school from 3:00 PM – 3:30 PM. In addition, parents may set up appointments with teachers at any mutually convenient time during the school year. Daily access will also be provided via the school's e-mail system, Edline web pages and direct dial telephone/intercom system.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are invited to observe their child's class during American Education Week in November. In addition, at a mutually convenient time, parents may arrange an appointment with their child's teachers to visit the classroom. Parents are also encouraged to participate in any and all of the parent-child activities that take place at Forrest School, including but not limited to: Family Math Night, Family Technology Night, V.I.P. Reader Day, Senior V.I.P. Day and countless school activities sponsored by the PTA that are held during the school day and after school. Parents are also encouraged to facilitate, under our teachers' supervision, specific learning centers in our primary grade classrooms or to act as docents in our upper grade Museum School experiences.

PARENT RESPONSIBILITIES

We, as parents, will support our children’s learning in the following ways:

- *Monitoring attendance.*
- *Monitoring timely arrival to school.*
- *Making sure that homework is completed including daily and long-term assignments.*
- *Monitoring computer access in my home as related to Internet access.*
- *Volunteering in my child’s classroom.*
- *Participating, as appropriate, in decisions regarding my child’s education.*
- *Promoting good nutrition and regular exercise.*
- *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 either received by my child in school or by mail and responding, as appropriate.*
- *Service, to the extent possible, on policy advisory groups including but not limited to the school’s site-based planning committee, the PTA Liaison Committee and the district’s Title I Advisory Council.*

John A. Forrest School
Damon Placenti, Principal

Parent