

Mansfield Township School District Title I School-Parent Compact

1. Compact Purpose and Foundation

1.1 Overview & Statutory Alignment

This Title I School-Parent Compact is established for Mansfield Township School District pursuant to Section 1116 of the Every Student Succeeds Act (ESSA). The explicit purpose of this agreement is to build an equitable, evidence-based partnership among the school, families, and students. By establishing shared responsibility for high academic achievement, this Compact serves as a joint commitment to enhance students' educational experiences, improve academic outcomes, support social-emotional development, and ensure all participating students meet or exceed the New Jersey Student Learning Standards (NJSLS).

1.2 Scope & Exclusivity

All policy references, educational standards, governance procedures, and operational protocols contained within this document apply strictly and exclusively to Mansfield Township School District. No policies, frameworks, or operational standards from any external school entity or non-Mansfield educational institution are applicable or referenced herein.

2. Core Pillar 1: School Responsibilities (Academic Rigor & Intervention Support)

2.1 High-Quality Curriculum and Instruction

Mansfield Township School District is mandated to provide a high-quality curriculum and rigorous instruction within a supportive, effective, and safe learning environment. Instructional practices are designed to build academic capacity, foster critical thinking, and enable all participating students to meet the rigorous expectations of the New Jersey Student Learning Standards (NJSLS).

2.2 Tiered Systems of Support & Data Assessment Framework

To systematically address student academic needs, reduce learning gaps, and evaluate educational growth, the district utilizes an evidence-based intervention and assessment framework detailed below:

Program / Assessment Tool	Core Operational Purpose	Implementation Method
MTSS (Multi-Tiered System of Supports) Intervention Program	Providing tiered academic interventions and multi-faceted support tailored to individual student needs.	Delivering targeted academic interventions, behavioral supports, and supplemental instruction aligned to student needs to address learning gaps and reduce chronic absenteeism.
i-Ready Assessments & Intervention	Conducting diagnostic assessments and delivering targeted instructional interventions.	Administering periodic diagnostic assessments to establish baseline performance, evaluate academic growth, and deliver individualized instructional pathways in foundational skill areas.
LinkIt! Data Analysis	Analyzing student performance data to track growth, evaluate learning gaps, and inform instructional decision-making.	Aggregating and analyzing objective student assessment data across grade levels to guide data-driven instruction, evaluate program effectiveness, and inform classroom decision-making.

2.3 Equitable Support Across All Grade Levels

Mansfield Township School District is committed to delivering equitable resources, differentiated instruction, and highly qualified instructional staff across all grade levels. In compliance with state and federal standards (ESSA FAQ #20), all certified educators and Title I-funded instructional paraprofessionals must satisfy state qualification, licensure, and regulatory standards. Specifically, Title I instructional paraprofessionals must meet federal/state qualification benchmarks—including holding an associate degree, completing a minimum of two years of higher education coursework, or achieving a passing score on a state-approved formal academic assessment—to ensure high-quality supplemental support across all learning environments.

3. Core Pillar 2: Family Responsibilities (Learning Partnership & Monitoring)

3.1 Home-Based Learning Support

Parents and families act as essential learning partners in supporting student academic achievement. Families are encouraged to cultivate home environments conducive to learning through the following actionable strategies:

- **Establishing daily study routines:** Create a quiet, structured home environment that promotes daily study habits, regular homework completion, and consistent learning routines.
- **Encouraging positive attendance:** Ensure regular, punctual school attendance to minimize chronic absenteeism and maintain continuous student engagement in classroom instruction.
- **Fostering social-emotional development:** Model and reinforce positive behavioral choices, healthy social skills, and social-emotional growth at home.
- **Supporting reading and math practice:** Engage directly in home-based reading and mathematics practice to strengthen foundational skills and reinforce classroom concepts.

3.2 Student Progress Monitoring

Parents and family members share responsibility for regularly monitoring their child's academic performance, daily attendance, and assignment completion. Families are explicitly mandated to access and utilize district parent portals—**Genesis** and **OnCourse**—to review grades, track academic standing, monitor daily attendance records, and inspect diagnostic assessment outcomes.

3.3 Engagement in School Activities and Decision-Making

Families are invited and encouraged to actively participate in school governance, advisory groups, and educational functions, including:

- Attending the Annual Title I Meeting held at the beginning of the school year (no later than mid-October) to review Title I program structures, supplemental services, entrance and exit criteria, and family rights.
- Exercising the formal statutory right to receive written notice detailing program placement and the explicit option to refuse Title I services for their child in Targeted Assistance Programs.
- Participating in advisory committees, policy planning groups, and annual evaluation sessions concerning Title I programs and district policy.
- Volunteering, observing classroom activities (where permitted), and participating in parent-teacher conferences to maintain open, collaborative relationships with educators.

4. Core Pillar 3: Student Responsibilities (Active Ownership & Engagement)

4.1 Academic Commitment & Effort

Students share responsibility for their academic growth and are expected to take active ownership of their learning journey by:

- Arriving at school daily on time, fully prepared with necessary learning materials, and mentally ready to participate.
- Putting forth maximum effort on daily assignments, classroom activities, and diagnostic assessments, including active engagement with i-Ready learning pathways and diagnostics.
- Completing all assigned classwork and homework thoroughly, accurately, and according to established deadlines.

4.2 Active Engagement & Communication

To ensure a productive learning experience, students are responsible for:

- Actively participating in classroom activities and seeking prompt academic assistance from teachers or intervention specialists whenever concepts are challenging.
- Maintaining respectful behavior, positive choices, and adhering to schoolwide expectations to promote a safe learning environment.
- Promptly delivering all school notifications, progress reports, letters, and written correspondence to their parents or legal guardians daily.

5. Two-Way Communication Channels & Parent Feedback

5.1 Ongoing & Accessible Communication Channels

Mansfield Township School District establishes regular, transparent, two-way communication connecting educators and families through the following designated mediums:

Communication Medium	Frequency & Purpose
Parent-Teacher Conferences	Regularly scheduled individual meetings held between educators and parents/guardians to discuss specific student academic progress, diagnostic evaluation results, and compact alignment.

Frequent Progress Reports	Ongoing, timely notifications regarding academic performance, attendance, and assessment outcomes delivered directly through district parent portals (Genesis).
Multilingual Communications	Written correspondence, policy documents, and program notices provided in clear, understandable formats and, to the extent practicable, in languages families understand. This includes Language Instruction Educational Program (LIEP) / Multilingual Learner notifications issued within 30 days of the start of the school year or within 2 weeks of placement, as well as formal Targeted Assistance notices outlining entrance/exit criteria and the parental right to decline services.

5.2 Feedback Mechanisms & Annual Review

Parents and family members have the legal right to submit suggestions, ask questions, and participate in decision-making regarding Title I program planning and resource allocation. The district conducts an annual evaluation of the content and effectiveness of this Title I School-Parent Compact and the overall District Parent and Family Engagement Policy. Parent feedback is systematically gathered through:

- Annual Title I information meetings and follow-up sessions.
- District-wide parent and family engagement surveys distributed in accessible formats.
- Designated parent advisory group sessions and policy review committee meetings.

6. Compliance, Governance & Right-to-Know

6.1 Parents' Right-to-Know Notification

Under ESSA Section 1116 compliance mandates, parents/guardians in Mansfield Township School District have the explicit right to request timely information regarding the professional qualifications of their child's classroom teachers and instructional paraprofessionals. Upon request, the district will provide details concerning state certification status, licensing criteria, academic degrees, and paraprofessional qualification credentials. Additionally, the district will issue prompt formal written notification to families if a student is assigned to, or taught for four (4) or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

6.2 Document Execution & Recordkeeping

This Title I School-Parent Compact is a living agreement, maintained jointly by Mansfield Township School District personnel, parents, and students to foster continuous academic progress and strong community partnerships. To ensure complete audit-readiness and compliance with NJDOE monitoring guidelines, the district maintains thorough documentation and records of all family engagement efforts. Required compliance artifacts maintained on file include:

- Official Title I meeting agendas;
- Signed attendance/sign-in sheets for all Title I meetings and parent consultations;
- Official meeting minutes detailing family input, program discussions, and policy revisions; and
- Multi-channel distribution logs and receipts verifying direct delivery of policies and compacts to families (via postal mail, email, student backpacks, or parent portals).