

BUENA REGIONAL MIDDLE SCHOOL

Honoring Tradition. Inspiring Futures.



Rory Nordberg
Principal

Daniel Hess-Bennette
Vice Principal

School-Parent Compact for Sixth, Seventh & Eighth Grades

September 2025

The Buena Regional School District, 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 school year 2024-2025.

School Responsibilities:

Buena Regional Middle 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:
 - Curriculum is reviewed on a five-year cycle and is approved by the Board of Education.
 - Curriculum is monitored through the QSAC process and is revised as needed.
 - Eligible students are provided accelerated instruction in a supportive classroom environment.
 - Teachers are certified by the State and meet the criteria for Highly Qualified Teachers.
 - Teachers are observed according to the district policy by State certified district administrators.
 - Annual performance Reports and Professional Development Plans are completed for each teacher on an annual basis.
 - Teachers receive and benefit from periodic in-service training and document a minimum of 100 of professional development over a five-year period.
2. Hold parent-teacher conferences (at least annually in our schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Individual parent conferences will be held in the fall of 2024 and spring of 2025.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards distributed four times per year
 - Interim progress reports as needed

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- Benchmark Family Reports distributed three times per year
 - Where applicable, MTSS/RtI meetings with team of stakeholders
 - Where applicable, Individual Student Reports on state assessments
 - Where applicable, specialized reports (i.e.: Speech, Reading, etc.)
4. Provide parents reasonable access to staff during working hours. Specifically, staff will be available for consultation with parents as follows:
- Scheduled in-person conferences at mutually agreeable times
 - Phone communication
 - On-line access via email
 - Annual Back-To-School programs
 - Contact via text message applications such as Remind or Talking Points
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- Upon approval, parents can serve as chaperones for class trips, as needed.
 - Parents can volunteer to assist during special events and/or school programs, as needed.
 - Parents are welcome to volunteer for building-based committees.
 - Parents are encouraged to be active in the school's PTO.

Parent Responsibilities:

We, as parents, will support our child(ren)'s learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television my child(ren) watches.
- Volunteering in my child(ren)'s classrooms.
- Participating, as appropriate, in decisions relating to my child(ren)'s education.
- Promoting positive use of my child(ren)'s extracurricular time.
- Staying informed about my child(ren)'s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child(ren) or by mail and responding, as appropriate.
- Serving, when possible, on policy or advisory groups, such as 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.