



## **Woodstown-Pilesgrove Regional School District School-Family Compact**

*The Woodstown-Pilesgrove 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) agree that this compact outlines how the parents and school staff 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. For more information on district and school-level parent and family engagement policies and procedures, visit our website at: <https://www.woodstown.org>.*

School Responsibilities: The Woodstown-Pilesgrove Regional School District 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:

All eligible students will have opportunities to be served in a small flexible group or a one-on-one capacity with a certified teacher. During this time, instruction will be provided within the supplemental small group instruction model, which has been identified by the US Department of Education as being highly effective and is designed to accelerate progress. This will be in addition to classroom guided reading and/or literature instruction they receive. Eligible students who attend Title I identified schools will have increased opportunities to meet in small groups with either the Teacher or Literacy Specialist. These small groups will utilize the gradual release model in a guided reading setting. All eligible students will meet in groups of one to five, based on their literacy needs. They will be closely monitored and instruction will be designed around the outcomes of ongoing assessment. Families, teachers and administrators will communicate regularly to ensure a network of support for the students, and to assure that students are receiving consistent instructional approaches. All instruction in these small groups is in addition to classroom instruction. Title I identified schools also offer opportunities for afterschool tutoring. This instruction will be groups of three to five students who will be afforded additional from certificated staff.

2. Hold parent-teacher conferences (at least annually in elementary and middle schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held as follows:

Formal parent-teacher conferences will be held at both William Roper Early Childhood Learning Center and Mary Shoemaker School Elementary School in early October and at Woodstown Middle School in February. Conference appointments will be available at varying times in the afternoon and evening to allow for working families to schedule convenient appointments. Informal conferences may be scheduled at any mutually agreed upon time.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Families will be contacted upon entrance and exit to all supplemental group instruction. At both of these times, families will be invited in to review assessment data and to discuss the instructional support that will be provided to their students. During their time in the program, teachers will have regular contact with families to discuss progress in a variety of ways. These may include, but are not limited to individualized progress reports, program updates, phone calls, emails, notes home and daily logs updating goals, behaviors, and progress.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

All staff shall be available at various times before and after the school day by phone. In addition, families may access voicemail at any time, and emails and notes will be checked daily. Families are encouraged to make appointments at any time to discuss progress, needs or concerns of their children. Staff will make all reasonable attempts to meet with parents in a timely manner.

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

All families of students are encouraged to become active members of the school community.

Parent Responsibilities:

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

- Monitoring school attendance.
- Making sure that homework is completed and providing feedback regarding our children's progress at home.
- Becoming active members of the school community.
- Participating, as appropriate, in decisions relating to our children's education.
- Encouraging reading as a positive reinforcement of the home-school connection.
- Participating in active, open, ongoing communication about our children to ensure their success.

Student Responsibilities:

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

- Do our homework every day and ask for help when we need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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Principal's Signature/Date Teacher's Signature/Date

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Family Signature(s)/Date