



Pennsville Public School District

Central Park Elementary School
43 Oliver Avenue

Pennsville, NJ 08070-3000

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Steve M. Hindman
Principal

School-Parent-Student Compact

Central Park Elementary 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) (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.

SCHOOL RESPONSIBILITIES

Central Park School will:

- **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:**

- Utilization of the District's adopted curriculum
- Differentiation of Instruction
- Accelerated Reader Program
- On-going professional development
- Intervention and Referral Services
- Basic Skills services
- On-going monitoring of the curriculum
- Programs such as Reading Horizons, IXL and Think Central
- Provide a positive, safe learning environment

- **Hold parent-teacher conferences (at least annually in elementary schools) during which the compact will be discussed as it relates to the individual child's achievement.**

- Parent conference will be held in January
- Additional conferences may be scheduled throughout the year at parent/guardian and/or teacher request

- **Provide parents with frequent reports on their child's progress. Specifically, this school will provide reports as follows:**

- Progress reports are available at the middle of each of the three marking periods
- Report cards are available at the end of each of the three marking periods
- Students receiving Basic Skills services will be provided with written feedback at the end of each of the three marking periods
- Parents and guardians may access PowerTeacher to monitor student progress throughout the school year, including progress reports and report cards
- On-going communication with parents/guardians via e-mail, phone conversations, written contact

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

- E-mail, phone, on-line through PowerTeacher, and parent/teacher conferences

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

- American Education Week classroom visitation
- Volunteering to assist the HSA, Home School Association
- Participation in activities and/or presentations by invitation
- Participation as an on-going volunteer according to the District's policy that includes the completion of a Volunteer Application, fingerprinting, and Board approval
- Communication between school and home for events/opportunities through newsletters, letters, and ConnectEd reminders

➤ **Provide assistance to help parents understand the State's academic standards, state and local assessments, and how to monitor their child's progress**

- Back to School Event
- Parent Conferences
- Title 1 Meetings
- School Handbook and mailings
- District Website
- Communicate strategies used for instruction

➤ **Provide materials and training to help parents work with their child**

- Provide parents with curriculum related websites/apps and access to web based programs that enhance learning

➤ **Educate school personnel in techniques for communicating and working with parents**

- Faculty Meetings

PARENT RESPONSIBILITIES:

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

- Prompt arrival to school
- Monitor attendance
- Promote responsibility
- Volunteering in my child's classroom
- Encourage desire to improve skills
- Check that homework is complete
- Monitor television viewing and use of electronic devices
- Participating, as appropriate, in decisions relating to child's education
- Promoting positive use of my child's extracurricular time
- Staying informed about child's education and communicating with the school by promptly reading all notices from the school or the school district
- Serving to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative, serving as a representative on the school's School Improvement Team
- Attend meetings, trainings/workshops, and other school functions

STUDENT RESPONSIBILITIES:

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Read daily
- Practice Math Facts –addition/subtraction, multiplication/division as it relates to their grade level
- Come to school prepared and ready to learn
- Give parents or the adult who is responsible for my welfare all notices and information received from school
- Participate in classes to the best of my abilities
- Be attentive during learning time
- Ask for assistance when needed
- Complete homework assignments neatly and correctly
- Complete classroom assignments to the best of ability
- Be respectful and cooperate with teachers in school
- Be respectful and cooperate with parents/guardians at home

School: Central Park Compact

Principal Signature/Date: _____

Parent/Guardian Signature/Date: _____

Student Signature/Date: _____