**LETTER BETWEEN HOME AND SCHOOL**. The example letter is to be used with a draft parent/guardian contract that the school may adapt.

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| <Date>Dear Parent/Guardian of <insert student name>,This letter is in follow-up to the letter dated <insert date of first letter> where we indicated we would outline a contract to detail the school’s responsibilities and how we will partner with you to improve your child’s reading skills. The reading contract is a requirement of the 2014 legislation aimed at supporting statewide literacy efforts. The contract itself must specify collective responsibilities across the principal, teacher, parent/guardian and child. We would like to meet with you to best develop this shared contract. We have an example of what a final contract might look like below – this is only a draft. We believe that we each have an important role and responsibility in helping your child be successful. The goal of the reading contract is to identify each person’s responsibility and commitment to your child’s reading progress. Therefore the example contract below identifies recommended actions that each person can do. We know that your input and your child’s input into this contract agreement is important. We would like to meet with you and your child to develop the contract so that it is tailored to best meet the needs of your child.We would like to schedule a time to meet with you and your child on <insert date and time> at <location and address> to develop and finalize the contract. If this time is not convenient for you, please contact your child’s teacher at <insert contact information>.We look forward to meeting with you.Sincerely,<Insert Name> |

**CONTRACT BETWEEN HOME AND SCHOOL**. This example contract may be adapted to fit local context. provides schools with a Title 1/Early Literacy Implementation example contract to meet the needs of both Title 1 and 279.68 requirements.

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| **\*\*Please note this is an example contract we will individualize and tailor to your child’s needs at our meeting.**This contract recognizes the important role and responsibility of the student, parent/guardian, teacher and principal in working together to support a student’s progress and success in reading. As such, we commit to:* Respect school staff, students, parents/guardians, administrators and community.
* Be excited about literacy, reading and learning to read.

**Parent(s)/Guardian(s)**To support my child in learning to read, I will:* Invite my child to read with me every day.
* Stop and ask about the picture and about what is happening in the story.
* Read from a variety of children’s books.
* Talk with my child’s teacher about my child’s reading progress.
* Discuss stories we have read together
* Ask my child questions about what was read.

**Student**In my job learning to read I will:* Go to the library and check out books
* Read aloud to my parents/guardians/family
* Read aloud to my pets
* Learn new words

**Teacher**Working with students, I will:* Clearly state the goals for reading achievement.
* Share the high expectations for reading with all participants.
* Articulate instructional means for attaining for goals
* Share assessments used to monitor children’s progress.
* Focus on reading and writing.
* Work toward Parent/Guardian involvement as supporting their children’s reading and homework.

**Principal**In my work leading the school, I will:* State clearly the goals for reading achievement.
* Share the high expectations for reading with all participants.
* Articulate instructional means for attaining for goals
* Share assessments used to monitor children’s progress.
* Focus on reading and writing
* Work toward Parent/Guardian involvement as supporting their children’s reading and homework

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