



SCHOOL-PARENT COMPACT

Paul Robeson Charter 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.

This school-parent compact is in effect during school year 2015-2016.

School Responsibilities

Paul Robeson Charter 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:**
 - Provide double math and reading blocks for all students
 - Implement the Scholar Academies Common Core Aligned scope and sequence
 - Implement Carnegie Math for grades 6-8
 - Implement Math In Focus for grades 4-5
 - Quarterly data reviews of student performance data (Achievement Network)
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
 - Quarter 1: November 10th and 12th 5:15-7:15PM
 - Quarter 2: February 9th and 11th 5:15-7:15PM
 - Quarter 3: April 26th and 28th 5:15-7:15PM
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
 - Weekly paycheck (sent home in Wednesday Folders)
 - Progress Reports (sent home mid-quarter)
 - Report Cards (quarterly)
 - Teacher phone calls home
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - Report card conferences
 - By appointment at the school
 - By phone
 - By email

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.** Specifically, as follows:
- Volunteer for school trips and as classroom helpers
 - Join the Parent Advisory Council
 - Observe classroom activities by appointment

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount and the type of television/phone content their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Staying informed about my child's education and responding as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent, the Title I Policy Advisory Committee, OR the Policy Advisory Council

Student Responsibilities

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

- Do our homework every day and ask for help when needed.
- Read for 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.]

Additional School Responsibilities

Paul Robeson Charter School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Megan Lepore
Megan Lepore

Parent(s)

Student

Date

Date

Date