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## **RUSSELL BYERS CHARTER SCHOOL SCHOOL-PARENT COMPACT**

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The Russell Byers 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) 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 2016-17.

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

The Russell Byers 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:
  - Assure every student has access to quality learning experiences appropriate to their development.
  - Assure that the school staff communicates clear expectations for performance to both students and parents.
  - Provide a safe, positive and healthy learning environment for each student.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held during student led report card conferences.
3. Provide parents with frequent reports on their children's progress as follows:
  - Report cards will be issued four times per year.
  - Interim reports will be issued four times per year.
  - Individual teachers send additional test and assignment grades to parents throughout the year.
  - Parents are invited to monitor their child's progress through the Parent Portal on the MMS online data system when it opens in Fall 2016.
  - All teachers will provide weekly electronic newsletters to families providing important updates on classroom and school-wide events.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

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- Parents may contact teachers via phone, note, or email, to discuss their child
  - An appointment can be made with individual teachers to discuss their child
  - Every staff person has voicemail.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents are always welcome to volunteer to work in classrooms or in other capacities in the building, or attend field trips provided they have their clearances current.

### **Parent Responsibilities**

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

- Send my child to school regularly, on time, well fed and well rested.
- Create an atmosphere in my home that supports learning by encouraging reading and other academic pursuits.
- Monitor assignments and ensure homework completion.
- Review all school communications and respond promptly.
- Attend school functions and conferences and participate in decisions relating to my child.
- Encourage my child to demonstrate respect for school personnel, classmates and school property.
- Join the Home and School Association and become an active member.

### **Student Responsibilities**

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

- Come to school on time each day with a positive attitude.
- Be a cooperative learner and carry out the teacher's instructions and directions.
- Take part in academic enrichment programs such as Study Island, afterschool clubs, and/or reading for pleasure in my free time.
- Deliver all school communications home in a timely manner.
- Be respectful to school personnel, other students and school property.
- Become a life long learner.

### **The Russell Byers 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

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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. At 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" as the term is defined in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).