



SCHOOL-PARENT COMPACT

Cabarrus Charter Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) (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 2017-2018.

School Responsibilities

Cabarrus Charter Academy 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:**

Every child is unique, therefore Cabarrus Charter Academy will create a Personalized Learning Plan (PLP) for every student, which is designed to track an individual student's strengths, weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The PLP will empower students to track their own progress, which initiates student ownership of learning goals. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. Teachers will act as facilitators and coaches for the plans, aiding in creating, monitoring, and challenging the students to push themselves. The parents' role is to be a cheerleader or mentor, motivating and guiding the students in their endeavors. Most importantly, students are the producers of the plan, faced with the responsibility of understanding their data, making good decisions as learners, and following through with expectations.

- 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:

Conferences will be held in the Fall and Spring

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

Parents will have real-time access to their child's gradebook to monitor progress in every subject via Power Schools. Progress reports and report cards are distributed every quarter with detailed feedback regarding academic progress. Reports will go home with students. Parents are encouraged to schedule conferences each quarter to discuss student performance and progress toward mastery of grade level standards.

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

Parents will have access to teachers at Parent/Teacher conferences prior to the end of each quarter; internet access to teachers through Edmodo and Power Schools (gradebook emails); Back to School Night held at the beginning of the school year, and Curriculum Nights inclusive of representation from Title I and Interventions. Parents are able to email teachers anytime and call teachers for scheduled conferences, however, please allow teachers 48 hours to respond.

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

Cabarrus Charter Academy encourages volunteer participation in our school's programs and activities. There are many opportunities to volunteer and to actively participate in the educational program. Areas include: Room Parent for classroom, PTC Activity Helper (Book Fair, Box Top and special events, etc.), Student Tutoring (pair reading, math fact practice, assist with writing assignments), Student Mentor (work directly with a struggling student by assisting them and providing a positive role model.), and Classroom Helper (preparing instructional materials, assisting with special projects, etc.) as well as our School Improvement Team for the parent representation component.

Parent Responsibilities

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

- *Monitoring attendance*
- *Making sure homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district wither received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.]*

Student Responsibilities

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

- *Do my homework every day and ask for help when I need to.*
- *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.*

Cabarrus Charter Academy 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 school-wide 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. Providing 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 Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2001).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Cabarrus Charter Academy will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School

Parent(s)

Student

Date

Date

Date