Paterson Charter School for Science and Technology
SCHOOL-PARENT COMPACT

The Paterson Charter School For Science and Technology , 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 2022-2023.

The school -parent compact is a written agreement between Paterson Charter School for Science and Technology and parents. It is a document that clarifies what families and school can do to help children achieve the State's high standards.

School Responsibilities

The Paterson Charter School for Science and Technology 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:**

PCSST curriculum, instruction, and assessments are connected to NJ Students Learning Standards. We have a standards based curriculum for all courses, and teachers align their instruction and assessments to the standards. PCSST uses a variety of assessment data to identify gaps in attainment of the standards. PARCC assessment data will show how well our students are meeting the knowledge and skills expected of them at the their grade level and it will also provide information to teachers regarding where students need help and where they are excelling so that teachers can differentiate instruction to meet their needs. PCSST uses a Standards Based Grading system which clearly identifies the standards assessed in each grade level and tracks the implementation of standards in all content areas. PCSST uses the Marzano Causal framework to define High Quality Instruction. Based on The Art and Science of Teaching, this system is used during classroom observations to judge the quality of instruction.

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

   Parent-teacher conferences will be held three times per year in each campus.

3. **Provide parents with frequent reports on their children's progress, grades, and assessment scores. The school will provide reports to parents via e-mail, mail, school database, and parent-teacher conferences. Specifically the school will provide reports as follows:**
   Progress Report Cards
   End-of-marking period report cards
   Benchmark assessment results
   PARCC assessment results
4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
   During back to school night
   Parent teacher conferences
   E-mail and phone calls
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities**, as defined by grade level teams.

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 of television their children watch.
- Volunteering in my child's classroom.
- Promoting positive use of my child's extracurricular time
- Participating, as appropriate, in decisions relating to my children's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school either 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 Schoolwide Plan Committee, the Title I Parent Advisory Committee etc.

Student Responsibilities

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

- Complete all daily homework and return it to school on time.
- Attend school regularly and arrive at school on time.
- Consistently plan a portion of every day for a period of uninterrupted reading 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.
- Take advantage of any Title I programs that the school has to offer such as: after school tutoring, Saturday school, and/or summer programs.

Title I Coordinator Responsibilities:

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).