

THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL-PARENT COMPACT

The Philadelphia High School for Creative and Performing Arts, 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 **2017-2018***

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Philadelphia High School for Creative and Performing Arts 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:**

CAPA will provide high quality instruction by addressing major pedagogical instructional shifts demanded by Common Core Standards. Curricula will balance informational texts, promote a knowledge of the disciplines, facilitate literary and non-fictional texts that offer complexity to students as well as instilling writing from sources in academic classes.

Moreover, general and domain specific vocabulary will be incorporated and engagement in text-based responses.

- 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:**

Parent Conferences will be held at night, from 7-9 after each academic marking period. Afternoon sessions will also be provided to accommodate Parents.

Conferences to follow academic quarter cycles:

Cycle 1: 11/21/17

Cycle 2: 2/14/18

Cycle 3: 5/2/18

Cycle 4: 6/12/18

3. Provide parents with frequent reports on their children's progress.

Specifically, the school will provide reports as follows:

CAPA Staff continuously emails parents; communicates via school website as well. Also, teachers utilize the school district's Gradebook: Grades are recorded on line. Parents have full and immediate access to all grades via their Family Net Account.

Interim reports are sent home each marking period on the following dates:

Cycle 1 Interim Reports: 10/9/17

Cycle 2 Interim Reports: 1/3/18

Cycle 3 Interim Reports: 3/14/18

Cycle 4 Interim Reports: 5/9/18

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

Staff are available every morning before school and most times after school. Appointments can be scheduled any day of the week. Daily correspondence facilitated by school district email.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: ****Parents can contact CAPA to serve as a volunteer. They can assist in the library, aid in classrooms, or serve as support to facilitate hallway monitoring.**

Parent Responsibilities

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

Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child'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 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 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 (revise as appropriate to grade level)

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

- *Dedicate 2 hours to homework every night
- *Read at least one hour a night
- *Write in Journals every day
- *Collaborate with my peers on projects
- *Communicate with my teachers if I'm experiencing difficulty
- *Sharing work with my parents.
- * Utilize Google Classroom regularly to keep up with assignments.

The High School for Creative and Performing Arts H.S. 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).

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

1. Recommend to the Regional No Child Left Behind District Liaison, 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 School District of Philadelphia in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the School District of Philadelphia to ensure that a copy of the State Education Agency'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.

CAPA

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| _____ | _____ | _____ |
| School | Parent(s) | Student |
| _____ | _____ | _____ |
| Date | Date | Date |

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)