

THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL-PARENT COMPACT

The _____ *Workshop 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 2019-20_____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(Provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact)

School Responsibilities

The _____ *Workshop 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:**

*The mission of the Workshop is to **unleash the creative and intellectual potential of young people to solve the world's toughest problems**. We do this by putting real world problems at the center of the curriculum, and evaluating students' work based on the progress they make in defining, exploring, and ultimately developing solutions to those problems. We create a culture that fosters creativity, risk-taking, and responsibility for self and others. And we help students understand that setbacks are a necessary part of doing challenging work, and that the most important thing is to learn from them and press on.*

Project-based learning

At the core of everything we do at the Workshop is project work. Projects must address a problem that is important to both the student and to society, and they must result in work that can be evaluated using real-world standards. While in the lower grades (9-10) teachers play a more prominent role in designing projects, by the time they reach the upper grades students largely design them on their own. When proposing projects, students must include a brief summary of the project, the

problem it aims to solve, the core concepts they will need to learn in order to execute the project, the products or deliverables that will result from their work, and the academic standards and skill areas the project will address.

- 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:

Report card conferences are held three times a year, at the end of each grading trimester. We conduct report card conferences in conjunction with student exhibitions.

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

Along with their child's report card, parents receive detailed written reports about the student's progress each quarter.

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

Parents have staff phone and email contact information. Parents have the opportunity to meet all staff at the school open house (August) and to meet their child's teacher at back-to-school night (September) and make appointments with any teacher at any time.

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

Every Thursday morning the school is open for visitors. Visitors receive student-led tours of the school, followed by Q&A with a staff member.

Parents can also volunteer to work with students after school, or to support specific aspects of project work.

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 my child watches & screen time my child has.*
- *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.*
- *Participating, to the extent possible,*



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:

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

The Workshop 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).**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Workshop School 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.**

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

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)