

THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL-PARENT COMPACT

The Franklin Learning Center, 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 2015-16.

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 Franklin Learning Center 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:

Franklin Learning Center (FLC) uses the Holt English series and Holt Algebra series for the English 1 through 4 courses and Algebra I and II courses. All ninth grades students are rostered to Environmental Science (Holt series) as a pre-course for biology, a Keystone tested subject. FLC offers 11 Advanced Placement courses for juniors and seniors, and Honors courses for English and mathematics. We have partnered with Arcadia University, providing our students the opportunity to take a dual enrollment college course each semester. Our teachers are evaluated using the Danielson model, with informal observations occurring for 5-10 teachers each week of the school year. Feedback is provided within 24 hours. Professional development on best practices are also provided, as needed, during our common planning and preparation period on Wednesdays.

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:

The Compact is discussed at our Back to School Night, Thursday, September 15, 2015.

Report Card Conferences are scheduled for two days each report cycle for parents/guardians to meet with teachers to discuss student progress:

December 2, 2015	12:15- 3:00 PM and 6:00 – 8:00 PM
December 3, 2015	12:15- 3:00 PM
February 23, 2016	12:15- 3:00 PM
February 24, 2016	12:15- 3:00 PM
April 27, 2016	12:15- 3:00 PM
April 28, 2016	12:15- 3:00 PM

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

- Gradebook, our district’s grading system is available to all parents/ guardians , on-line, to monitor their child’s progress.
- All parents are provided the email addresses of the staff to make contact more efficient.
- Interim reports are printed from Gradebook and mailed home to parents each quarter: October 14, 2015, March 14, 2016 and May 15, 2016.

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

All parents are provided the email addresses of the staff to make contact more efficient.

Staff is available for conferences during report card days each marking period.

Staff is available for parent conferences by appointment. If a parent comes without an appointment, every effort is made to cover the teacher’s class so the conference can occur.

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

We rely heavily on parental participation to chaperone trips, as we are often taking 200+ students on any given trip.

If a parent wishes to visit a classroom to observe the class activities, they must first check in with the main office, so the teacher can be notified of the visit.

Parent volunteers are also welcome to work in the various offices around the building and to provide support during special events.

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:

- Come to school on time, prepared to work and participate in all classroom activities.
- Maintain an 80% or above average in all classes.
- Comply with all FLC regulations, including the uniform policy.
- Do my homework everyday; ask for help when I need it.
- Meet all deadlines for the submission of work, permission slips, etc.
- Take responsibility for my own behavior, and treat others with respect.
- 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 Franklin Learning Center will: (must be in all compacts)

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 Franklin Learning Center 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.

