

THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL-PARENT COMPACT

The George W. Sharswood 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 **2015-2016**.*

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The George W. Sharswood 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 Core Curriculum for Literacy, Math, Science and Social Studies provide our students with high quality research based curriculum and instruction. The Core Curriculum for Literacy in K through 3rd grade is Harcourt Storytown. In our 4th and 5th Grade classes it is Harcourt Trophies. In our Middle School the program is Elements of Literature. The Math Curriculum is Harcourt Go Math for K through 5th grade. Our Middle Grades use Pearson. All necessary materials and supports are in place to assure that our children are achieving academically. In addition, the roster and overall climate here at Sharswood supports a learning environment conducive for all students. All of our teachers are Highly Qualified and so are the Classroom Assistants. In addition to the professional development sessions mandated by the School District, Sharswood provides professional development on topics as determined by the administrations, teachers and data.

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:

Back to School Night held on Thursday, October 6th

1st Report Card Conferences – Afternoon of December 2nd, 3rd and 4th

2nd Report Card Conferences – Afternoons of February 23rd, 24th, and 25th

3rd Report Card Conferences –Afternoons of April 27th, 28th, and 29th

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

Interim Reports will be mailed out for the 1st Report Card Period the week of October 12th.

Interim Reports will be mailed out for the 2nd Report Card Period the week of January 4th.

Interim Reports will be mailed out for the 3rd Report Card Period the week of March 14th.

Interim Reports will be mailed out for the 4th Report Card Period the week of May 16th.

I.E.P. Meetings will occur at least annually with Progress Monitoring completed every report card period.

Monthly Calendar/Newsletter will be sent home.

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

We have an "open door" policy. Parents can make an appointment to meet with teachers during their prep period, before and after school. Teachers meet their classes in the morning in the schoolyard and walk their students to the yard at dismissal. Teachers frequently will have brief check in with parents at this time. If necessary, they will set up a specific meeting time. If available and requested by the parent, teachers will email the parent.

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

During Back to School Night, parents are asked to fill out a sheet if they were interested in volunteering for special occasions, such as Oktoberfest, Blue/Gold Day, Sharswood Day, etc. Parents are encouraged to chaperone trips, volunteer in classrooms and cafeteria, read to students and assist on special occasions. All visitors to the building must report to the office to gain access to any area of the building.

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:

Describe the ways in which students will support their academic achievement, such as:

- 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 George W. Sharswood School 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 George W. Sharswsood 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.

School

Parent(s)

Student

Date

Date

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)