**Georgia Department of Education**

**School-Parent Compact Checklist**

**(Checklist with Examples of Required Documentation)**

Title I, Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each school receiving Title I, Part A funds jointly develop with parents of all Title I children a school-parent compact.

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School should give additional attention to the following areas:**

| **Met Not Met NA** | **Indicator** | **Documentation** | **Notes** |
| --- | --- | --- | --- |
|  | 1. Provide all parents of Title I students the opportunity to be involved in the joint development of the School-Parent compact

*Section 1118 (d)* | * Dated meeting agendas
* Dated meeting minutes
* Dated sign in sheets (indicating person’s title and/or role)
* Newsletters, flyers, invitations, website announcements, recorded messages
* Written procedure for school and parents to create, revise and sign the compacts
 |  |
|  | 1. Outline how parents, the entire school staff, and 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 to help children achieve the State’s high standards.

*Section 1118 (d)* | * Dated meeting agendas
* Dated meeting minutes
* Dated sign in sheets (indicating person’s title and/or role)
* Newsletters, flyers, invitations, website announcements, recorded messages
* Written procedure for school and parents to create, revise and sign the compacts
 |  |
|  | 1. Describe the ways in which the school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State’s student performance standards (explain what the district and school standards are that the students are expected to achieve).

*Section 1118 (d)(1)* | * Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties
* Dated meeting agendas
* Dated meeting minutes
* Dated sign in sheets (indicating person’s title and/or role)
* Newsletters, flyers, invitations, website announcements, recorded messages
* Pictures, presentations, or handouts
* Written procedure for school and parents to create, revise and sign the compacts
 |  |
|  | 1. Describe the ways in which parents will be responsible for supporting their children’s learning.

*Section 1118 (d)(1)* | * Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties
* Dated meeting agendas
* Dated meeting minutes
* Dated sign in sheets (indicating person’s title and/or role)
* Newsletters, flyers, invitations, website announcements, recorded messages
* Pictures, presentations, or handouts
* Written procedure for school and parents to create, revise and sign the compacts
 |  |
|  | 1. Describe the ways in which students will be responsible for their learning.

*Section 1118 (d)(1)* | * Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties
* Dated meeting agendas
* Dated meeting minutes
* Dated sign in sheets (indicating person’s title and/or role)
* Newsletters, flyers, invitations, website announcements, recorded messages
* Pictures, presentations, or handouts
* Written procedure for school and parents to create, revise and sign the compacts
 |  |
|  | 1. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –
2. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement.
3. Frequent reports to parents on their children’s progress.
4. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.

*Section 1118 (d)(2)(A)(B)(C)* | * Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties
* Dated meeting agendas
* Dated meeting minutes
* Dated sign in sheets (indicating person’s title and/or role)
* Newsletters, flyers, invitations, website announcements, recorded messages
* Evidence that the school-parent compact was shared and utilized as a tool with all Title I parents
* Written procedure for school and parents to create, revise and sign the compacts
 |  |
|  | 1. Distribute a copy of the School-Parent Compact to parents, students, and school representative for signature and review.

All compacts must be signed and dated by each parent, student, and a school representative | * Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties
* Dated meeting agendas
* Dated sign-in sheets (indicating person’s role and/or title)
* Dated meeting minutes
* Flyers, invitations, marquee, webpage
 |  |
|  | 1. Develop a process for revising the compact annually with all parents of Title I students having the opportunity to provide input.

Current school year as well as revision date (M/D/Y) must be listed on the school-parent compact. | * Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties
* Written procedure for school and parents to create, revise and sign the compacts
* Dated meeting agendas
* Dated meeting minutes
* Dated sign in sheets (indicating person’s title and/or role)
* Pictures, presentations, or handouts
* Newsletters, flyers, invitations, website announcements, recorded messages
 |  |