Guide to Quality: Title I, Part A School-Parent Compact

Schools may use this guide to identify and match the requirements for their school-parent compact with the sample school-parent compacts provided by the Georgia Department of Education. As a component of the school parental involvement policy, each school receiving Title I funds must develop with parents of participating children a school-parent compact. Therefore, schools are encouraged to use this guide with the samples, in consultation with parents, to develop a school-parent compact that will outline the shared responsibility of the school, parents, and students to improve student academic achievement.

	Does the school-parent compact*:	Section of Title I law:	To make the compact most effective:
The School's Role	1 A Clearly explain district and school academic goals? (It is recommended to identify one or two school goals of highest academic need and a fundamental academic focus area).	1118(d)	• Link actions in the compact to goals in the school improvement plan. • Use achievement data to set specific goals • Talk with teachers to specify the most fundamental academic focus areas.
	1 B Describe ways that the school will provide parents with strategies/activities to assist their child with the high quality curriculum and instruction.	1118(d); 1118(d)(1)	• Describe how teachers will help parents understand what children are learning and doing in class • Specify how teachers will support parent participation in learning activities
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	• Include high-impact actions for each grade level, designed by grade-level teams with parents.
The Parent's Role	2 Describe specific ways parents will be responsible for supporting their children's learning.	1118(d); 1118(d)(1)	• Connect activities for students to what they are learning in class.
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	• Include high impact actions for each grade level, designed by grade-level tames with parents, after asking students for input.
The Student's Role	3 Describe specific ways students will be responsible for their learning.	1118(d)	• Connect activities for students to what they are learning in class.
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	• Include high impact actions for each grade level, designed by grade-level teams with parents.
Develop Partnerships	4 Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers.	1118(d); 1118(d)(2)(C)	• Provide both parents and teachers opportunities to develop skills for working together. • Offer activities based on identified parent needs. • Offer meetings at different days and times.
Jointly Developed	5 Describe how parents are involved in developing and revising the compact.	1118(d); 1118(f)	• Provide resources to cover costs for parents to take part, such as child care and transportation. • Give specifics about how parents are involved. • Schedule meetings at accessible locations and at different days and times.
Communicate About Student Progress	6 Describe several methods for regular teacher-parent communication so that parents are kept up-to-date on their students' progress and get regular tips on home learning.	1118(d)(1); 1118(d)(2)(A and B)	• Include parent-teacher conferences at least once a year, at which the compact will be discussed. • Include follow-up steps to support parents and students. • Consult with parents on communication strategies that work best for them. • Make communication do-able and user-friendly.
	7 Ensure that the language and format of the compact are family friendly.	1118(f)	• Work with parents to identify and eliminate jargon and negative language. • Engage parents/staff with design skills to create an attractive final product. • Translate the compact and other communications into families' first languages.

*Numbers correspond to sample school-parent compact templates (Adopted from the Connecticut State Department of Education)