School-Parent Compact Innovative Middle School Sample

The following middle school sample is adapted from the Connecticut Department of Education's initiative entitled: "*Dust Off Your Old School Parent Compact: Ten Steps to Success for Developing Title I Family School Compacts*." The sample illustrates how a school-parent compact is developed for an entire school. While not as effective as grade-level or content-level specific compacts, schoolwide compacts are acceptable alternative, especially when there is a specific focus area that all students in the school need to improve upon. While the sample depicts a middle school school-parent compact, please note that schoolwide compacts can be utilized for elementary, middle or high schools.

To access more information about the Connecticut Department of Education's ten-step process for school-parent compacts including videos, PowerPoints, handouts and tools please visit http://schoolparentcompact.org

Note: While the Connecticut Department of Education does not require parent, teacher, and school representative signatures on their school-parent compacts, the Georgia Department of Education does as part of its cross-functional monitoring process. Therefore, it is suggested to use the language below on a cover sheet attached to the school-parent compact brochure to collect the necessary signatures and verify all parties have read and agreed to the school-parent compact. Allow the parent to keep the school-parent compact brochure as a reminder of their commitment. Also, make sure a school-parent compact revision date (M/D/Y) is included on the brochure as well.

Cover Sheet:

School-Parent Compact
[Insert School Name]
[School Year XXXX - XXXX]

Dear Parent/Guardian,

[*Insert School Name*], students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve the State's high standards. Please review the attached school-parent compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child's teacher and keep the School-Parent Compact as a reminder of your commitment. The school-parent compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

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)

What is a School - Parent Compact?

Our annual school-parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home.

Effective compacts:

- Link to academic achievement goals
- Focus on student learning
- Share strategies that staff, parents, and students can use
- Explain how parents and teachers can communicate about student progress
- Describe opportunities for parents to observe, volunteer, and participate in the classroom

Jointly Developed 5

The parents, students, and staff worked together and shared ideas to develop the school-parent compact. Teachers met with their subject area teams to design practical strategies for parents to use at home. Parents provided valuable feedback on their needs to help their students. Students completed comment cards to add ideas for the compact. Meetings are held each year to review and revise the compact based on the school's academic achievement goals and students' needs.

Parents are welcome to provide feedback on the compact at anytime during the school year. All feedback will be collected and reviewed during the annual revision meeting with parents. Please call 123-456-7890 or visit our website, www.schoolwebsite.org, for more information on the school-parent compact

Building Partnerships 4

Award Middle School offers ongoing events and programs to provide parents and students with access to our staff —

- Fall and Spring Open House
- Parent –teacher conferences every nine weeks to discuss your child's progress and review the progress of the school-parent compact
- Teacher websites/blogs
- Parent Resource Center–(M-F 9:00 am–6:00pm)
- Grade Level Curriculum Night Potluck Dinners
- To make an appointment with your child's teachers, visit the school faculty Web page or call 123-456-0987

Communication About Student Learning 6

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Parental Involvement 4

- There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and your student through some of the following events and programs -
- Parental Classroom Observation Days–2nd Friday each month
- Parent-teacher mentor program
- Parent Involvement Day—November 19, 2014
- Parent Tutor and Volunteer Program
- To participate or learn more about these opportunities or other ways to observe and volunteer, please contact Ms. Judie Wilson at (123) 456-7890 or email at jwilson@email.org

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2014–2015 SCHOOL-PARENT COMPACT

Revised June 1, 2014

123-456-0987
www.schoolwebsite.org
E-mail: School@emailaddress.org

IA

Academic Achievement Goals

District Goals

- Student performance on the Math CRCT will increase from 86 percent Meets/Exceeds to 89 percent.
- Student performance on the Science CRCT will increase from 78 percent Meets/Exceeds to 82 percent.

School Goals

- 80 percent of students will score at Meets or Exceeds on the Math CRCT for the April 2015 test administration
- 75 percent of students will score at Meets or Exceeds on the Science CRCT for the April 2015 test administration

Area of Emphasis

6th Grade Focus: Use concepts of ratio and rate to solve problems

7th Grade Focus: Use proportional relation-ships to solve multistep ratio problems

8th Grade Focus: Compare two different proportional relationships represented in different ways

As a school, we will...

IB

- Develop homework assignments that allow parent participation as well as provide sections for parents to send feedback to the teacher about the assignment.
- Conduct and post online monthly math seminars for students and parents to review lessons at school or online.

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- Give parents a math packet with instructions for solving real world problems involving ratios and proportional relationships to solve with their student every six weeks.
- Post new ratio problems and explanations on the school website every week for students and parents.

As parents, we will...

- Use the interactive homework assignments to review problems that my student was unable to solve and send feedback to the teacher in the space provided.
- Attend or download online the monthly math seminars with my child to learn what is being taught in class.
- Review the math packet to work with my student on solving real world problems and ensure the packet is completed every six weeks.
- Visit the school Web site and other recommended Web sites with my student to learn new math and science facts and problems with my student.

3

As students, we will...

- Complete the homework assignments with my parent and mark the math and science problems that I do not understand to review with my teachers.
- Attend/download math seminars to receive extra assistance with math problems that I need help solving.
- Finish the math packet every six weeks at home including creating my own linear equations using variables that I observe.
- Use the Web sites my teachers share with me to complete science and math practice tests and activities.

MY GOALS

My own personal goal for MATH is:

_____

My own personal goal for SCIENCE is:

_____

My TEACHER can help me reach my goal by:

_____

My FAMILY can help me reach my goal by:

_____