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Start to Signature: Creating a Meaningful School-Parent Compact

Title I, Part A Parental Involvement Webinar Series

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How does the compact describe ways in which the school will strengthen parents' skills?

Does the compact contain vague statements rather than uniquely developed strategies?

Does the compact focus on parent and student behavior rather than key strategies to support student learning?

How are your compacts used during the school year?

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Are the school, parent and student strategies directly connected to the goals?

Does it provide clear strategies that parents can follow?

How do parents provide input on the compact?

Title I School-Parent Compact
A Quick Review

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(d) SHARED RESPONSIBLITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT— As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall ***jointly develop*** with parents for all children served under this part a ***school-parent compact*** that outlines 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.

Title I School-Parent Compact
What is it?

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A ***written commitment*** indicating how ***all members of a school community*** – parents, teachers, principals, students, and concerned community members – ***agree*** to ***share responsibility*** for improved ***student achievement***

A ***written agreement*** between ***teachers and parents*** that provides an opportunity to create ***new partnerships*** in your ***school community***

An ***action plan*** to ***enhance schools*** and to ***promote student success***

Title I School-Parent Compact

What is it?

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A ***valuable tool*** to ***effectively*** and ***meaningfully engage*** the *school and the home* in supporting the ***academic development*** and *needs of the students*

A ***written agreement*** of ***shared responsibility*** describing how ***families, students, and teachers*** will work together ***this year*** to ***achieve the goals*** of the ***school improvement plan***

School-Parent Compact Review

Equal Responsibility

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Title I School-Parent Compact

What are the requirements?

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1. Provide all parents of Title I students the opportunity to be involved in the development of the School-Parent Compact

2. Outline how parents, school staff, and students will share responsibility for student academic achievement and how they will build and develop a partnership to help students achieve the state's standards

3. Describe the district and school student performance standards as well as provide ways in which the school will support the student's learning through high-quality curriculum and instruction

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What are the requirements?

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4. Describe the ways in which the school will assist parents in supporting their children's learning.

5. Describe the ways in which students will be responsible for their learning.

6. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

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What are the requirements?

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Parent-teacher conferences in elementary schools, during which the compact shall be discussed as the compact relates to the individual child's achievement

Frequent reports to parents on their children's progress

Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities

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What are the requirements?

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7. Write in family-friendly language and to the extent practicable, in a language that parents can understand

8. Distribute a copy of School-Parent Compact to parents, students, and school representative for review and signature (all compacts must be signed and dated by each party)

9. 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 the revision date (M/D/Y) must be listed on the compact.

Title I School-Parent Compact

An Effective Process

- Sample Process Guide
- Focus Area Suggestions
- Sample Review Meeting Sheet
- Sample Templates
- Compact Checklist

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An Effective Process

Narrow it Down

Decide which one or two already identified school improvement goals students, parents, and teachers can work on improving together.

Be Family-Friendly

Revise the wording of your selected school improvement goal(s) so that they are family-friendly and clearly explain what should be accomplished throughout the school year.

Plan

Know how you will explain why the goal(s) are the area of highest need to families.

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An Effective Process

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Utilize Data

Use grade level/content area data to identify students' greatest challenges and determine what skills/focus area they need to strengthen the most.

Prioritize

What are the most fundamental learning skills? Pick no more than two academic focus areas for the compact. Utilize the Department's list of focus areas to help in selecting foundational grade-level skills.

Develop Ideas

Draft two to three activities/strategies you can share with parents to use at home with their child that are linked to the identified focus areas.

Discuss

Draft two to three corresponding activities/strategies teachers can also use to help parents with the activities/strategies they identified. Determine what information parents might need to complete the activities with their child effectively.

Title I School-Parent Compact

An Effective Process

Icebreaker

Design a brief get-to-know you activity that is simple and fun. Provide opportunities for parents to get out of their chairs and speak to one another.

Share

Be sure to share the student achievement data that focuses back on the areas that will be the emphasis of the compact. Include in your comments how and why the goal(s) were selected. Then, explain learning skills, along with how they are measured, that will be addressed as the focus area(s) on the compact.

Give Examples

Describe the draft activities/ strategies that the teachers developed in the previous meeting, tied to the focus area, that parents will use at home with their child. Model the most important activities with the families.

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An Effective Process

Role Play

Have parents pair up together, with one parent playing the role of the child and the other one using the activity just shared. Then, have the parents switch roles.

Get Feedback

Ask parents what other activities/strategies would be helpful for the school to provide to them to help their child throughout the year. Chart the responses and/or utilize the Department review meeting sample for a compact to guide the conversation.

Brainstorm

Ask parents what they could do with their child if given the support they need from the school. Make sure the activities/strategies are tied together. Have parents set realistic goals for them and their child. Chart the responses and/or utilize the Department review meeting sample for a compact to guide the conversation.

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Classroom Discussions

Hold short discussions with students to get their input on the compact. You do not have to speak with every student in the school and the older the students the easier it will be to have these conversations. For older students, you may even consider developing a short form asking students for input.

Inform

Provide students the school goal(s) and focus area(s) the compact will address in student-friendly terms.

Ask Questions

Framed in the context of the learning goals, ask questions such as: "What can you do this year to make sure you learn what you need to know?" "Where do you need help to do better?" "How can your teacher help you?" "How can your family help you?" "What do you need to practice more?"

Be Specific

It is best to ask questions directly related to the focus area. For example, if your focus area is vocabulary development you may ask students: "What will you do to learn words you don't know?" "How will work on improving your essay writing skills?"

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Utilize Feedback

Use compact feedback from the teacher, parent, and student conversations, to finalize the revisions to the compact.

Review

Ensure that language is family-friendly and all compact requirements are addressed.

Pay Close Attention

Be sure to pay attention to the parent, teacher, and student sections of the compact to make sure that the activities selected complement each other and are directly tied to the school goals and focus areas. Keep your activities/ strategies limited to two or three that will make the greatest academic impact with parents, students, and teachers working together.

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An Effective Process

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Share

Prior to November 1st each year, share the completed compact with all families of Title I students and obtain signatures from each partner: the parent, the student, and the school. Continue to share the compact and its content throughout the year

Explain

Clarify what the compact is and how it was developed in partnership between the school, families, and students. Explain the purpose of the compact and why it is essential in order to improve student achievement.

Track

Hold additional conversations with families to continue to track the success of the activities listed. Utilize the compact as a learning tool.

Title I School-Parent Compact

Guide to Quality

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	Does the school-parent compact*:	Section of Title I law:	To make the compact most effective:
The School's Role	1A 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.
	1B 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.

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School-Parent Compact

High School Sample

District Goals

- *Increase student scores on the American Literature EOCT by 5 percent on the 2015 administration.*
- *Increase student scores on the 9th grade Literature EOCT by 5 percent on the 2015 administration.*

IA School Goals

- *87 percent - School score on the Georgia High School Graduation Writing Test for first time test takers.*
- *84 percent - School score on the EOCT in 9th grade Literature and American Literature for the first time test takers.*

Increasing Literary Skills

IB ***As a school*** - We will facilitate and utilize student-led conferences for students to share their literary portfolios and goals, including a review of their writing samples from the monthly school-wide writing days designated for students to write on specific topics in a clear and supportive style.

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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.

2 *As a parent* - I will participate in student-led conferences and provide constructive feedback, learn ways to support student goals, and discuss the samples of my student's persuasive writing.

High School Sample

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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.

3 ***As a student*** - I will maintain a literary portfolio that will include the self-evaluation of my reading and writing goals, as well as ongoing samples of my writing completed during monthly school-wide writing days.

High School Sample

Title I School-Parent Compact

Guide to Quality

High School Sample

Parent Outreach Opportunities

4

There are many opportunities for parents to be involved and learn about Challenge High School whether through our volunteer program, frequent visitor initiative, or open door classroom policy. Please contact our school to learn about these great opportunities and more.

- ➔ *Parent Mentor Program*
- ➔ *Parent Involvement Day*
- ➔ *Parent Volunteer Program*
- ➔ *P.A.T. (Parents As Tutors)*
- ➔ *Open House*
- ➔ *Parent Teacher Conferences*
- ➔ *Daily School Tours*

Please call (555) 555-555 ext. 100 to schedule an appointment with your student's teachers or visit our Web site, www.website.org, and click on the Parent Information link to learn more information.

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.

Title I School-Parent Compact

Guide to Quality

High School Sample

Did You Know? 5

- Parents, students, teachers and faculty members work together to develop our school-parent compact. Each school year, two meetings are held for parents, teachers, and students to compare the compact with school data to review our progress and assess our goals.
- This compact is uniquely developed to meet the needs and goals of our school and students.
- Parents can provide feedback on the compact at anytime during the school year. Please call (555) 555-5555 or visit or our Web site, www.website.org, for more information on the school-parent compact.

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.

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Guide to Quality

High School

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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.

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High School Sample

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School and Home Communication

6

Challenge High School is committed to providing regular two-way communication with families about student learning through the following methods.

- *Parent Portal*
- *School Web site*
- *Six week progress reports*
- *Monthly newsletter*
- *Telephone messages*
- *Parent-teacher conferences*
- *Text message system*

What is a School-Parent Compact?

It is a written commitment describing how all members of a school community—parents, teachers, principals, and students—agree to share responsibility for student learning. This compact helps bridge the learning connection between school and home.

Did You Know?

5

- *Parents, students, teachers and faculty members work together to develop our school-parent compact. Each school year, two meetings are held for parents, teachers, and students to compare the compact with school data to review our progress and assess our goals.*
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CHALLENGE HIGH SCHOOL

7

2014-2015

SCHOOL-PARENT COMPACT

Challenge High School
555 School Street
(555) 555-555
www.website.org

Revised July 29, 2014

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Focus Area

To help students be strong writers across all content areas, we will focus on the following areas to improve student writing skills—

- Write analytic arguments with valid reasoning and claims.
- Produce clear and coherent writing in which the development, organization and style are appropriate.

Increasing Literary Skills

IB *As a school* - We will facilitate and utilize student-led conferences for students to share their literary portfolios and goals, including a review of their writing samples from the monthly school-wide writing days designated for students to write on specific topics in a clear and supportive style.

2 *As a parent* - I will participate in student-led conferences and provide constructive feedback, learn ways to support student goals, and discuss the samples of my student's persuasive writing.

3 *As a student* - I will maintain a literary portfolio that will include the self-evaluation of my reading and writing goals, as well as ongoing samples of my writing completed during monthly school-wide writing days.

Improving Vocabulary

IB *As a school* - We will distribute a list of literary terms for parents and students to master at home in addition to teacher recommended educational Web sites for extra practice in developing vocabulary, and provide parents with a progress log to monitor students' practice on the vocabulary Web sites.

2 *As a parent* - I will ensure that my student masters the list of literary terms by the end of the first nine weeks, and ensure my child spends 45 minutes every week practicing on the recommended vocabulary Web sites by reviewing the student usage record and signing off on the weekly progress log provided by the school.

3 *As a student* - I will work with my parent to master the list of literary terms by the end of the first nine weeks, and complete 45 minutes each week of vocabulary practice on the recommended Web sites and include my signed progress log in my literary portfolio for conferences.

Building Better Writers

IB *As a school* - we will provide students and parents with a "Writer's Checklist" to assist students and parents with the essential elements of standard written and spoken English.

2 *As a parent* - I will review samples of my student's writing three times a month and use the "Writer's Checklist" while discussing teacher feedback with my student.

3 *As a student* - I will routinely refer to my "Writer's Checklist" to guide my writing and learn ways to strengthen my writing style and structure.

Foundational Grade-Level Skills for Suggested *Focus Areas*

English Language Arts Foundational Grade-Level Skills

Kindergarten	1st Grade	2nd Grade
• Ask/answer questions about text • Retell stories, identify characters/setting • Understand features of print • Phonological awareness - rhyme, syllables, blending • Phonics – letter names and sounds • Present ideas orally expressing ideas understandably • Recognize high frequency sight words • Express opinions or preference about a topic or book in writing and drawing	• Describe characters/settings/events • Distinguish between fiction/non-fiction • Compare/contrast stories • Recognize features of a sentence • Phonics - blend, isolate vowels, decode • Write opinion piece with reasons • Write explanatory piece with facts • Write narrative with sequence • Recognize a minimum of 225 sight words • Read for fluency	• Answer who/what/where/when/why • Recount fables/folktales • Recognize lesson/moral • Recognize rhythm and alliteration • Understand plot structure, points of view and cause/effect • Compare multiple versions of a story • Distinguish long/short vowels, common prefixes and suffixes, irregular spellings • Write complete sentences • Read for fluency and comprehension
3rd Grade	**4th Grade**	**5th Grade**
• Cite text evidence for assertions • Recount fables/folktales/morals/lessons • Recognize non-literal language • Recognize text parts: scene/stanza/etc. • See historical/scientific relationships • Identify prefixes/common Latin suffixes • Use illustrations/graphs/dialogue • Use organization structure/transitions • Read for fluency and comprehension • Write opinions and explanations	• Cite evidence for inferences from text • Determine theme/main idea • Understand plot structure/ characterization/structures of poetry/drama • Understand narrative voice (1st, 3rd) • Use letter-sound correspondences, syllabication patterns and morphology • Read with purpose and expression • Write with strong evidence, purposeful organization, transitions, headings, examples and quotations	• Quote accurately • Identify how characters/speakers reflect and respond in texts • Compare multiple texts (folktale/myth) • Understand simile and metaphor • Compare themes across genres • Use narrative techniques such as dialogue, pacing, foreshadowing • Develop and strengthen writing in all types of text • Summarize and paraphrase effectively • Use root words, prefixes and suffixes to figure out the meaning of unknown words
6th Grade	**7th Grade**	**8th Grade**
• Determine how theme is conveyed • Explore nuance of plot/characterization • Understand figurative/connotative language • Compare and contrast text, film, audio • Compare and contrast genres • Understand and avoid plagiarism • Work in groups with deadlines and goals • Evaluate a speaker's evidence for claims • Use/cite credible sources in formal style • Establish relationships among ideas • Use specific organizational features in different types of text, including: tables of content, headings, captions, glossary, footnotes, etc.	• Cite multiple pieces of text evidence • Provide objective summary • Analyze connotative meanings/tone • Examine lighting/sound/camera angle • Compare historical fiction to history • Acknowledge alternate/opposing claims • Preview points after stating topic • Use parallel plots, dialogue and flashback in narrative • Address audience and purpose • Read for comprehension and vocabulary	• Analyze with strongest and most appropriate evidence • Determine author's biases and response to conflicting views in informational text • Understand analogy/allusion/tone • Evaluate arguments and reasoning • Distinguish claims from opposing claims • Organize concepts into categories • Understand the motives/purposes behind information (commercial/political) • Identify irrelevant information • Read for comprehension and vocabulary

Foundational Grade-Level Skills for Suggested *Focus Areas*

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Mathematics Foundational Grade-Level Skills

Kindergarten	1st Grade	2nd Grade
• Count quantities of objects, compare sets of objects and represent quantities with numerals within 20 • Model simple addition and subtraction situations with sets of objects within 10 and eventually with equations • Fluently add and subtract (mentally, orally) within 5 • Identify, name, and describe basic two-dimensional shapes, use basic shapes and spatial reasoning • Rote count to 100, counting forward (and backward) from any known number in the known sequence. • Compare numerals within 10	• Develop an understanding of addition, subtraction, and strategies for addition and subtraction within 20 • Develop an understanding of whole number relationships and place value, including grouping in tens and ones • Develop an understanding of linear measurement and measuring lengths as iterating length units • Reason about attributes of, and compose and decompose geometric shapes	• Extend understanding of base-ten notation • Build fluency with addition and subtraction • Use standard units of measure • Describe and analyze shapes
3rd Grade	**4th Grade**	**5th Grade**
• Develop an understanding of multiplication and division and strategies for multiplication and division within 100 • Develop an understanding of fractions, especially unit fractions (fractions with a numerator 1) • Develop an understanding of the structure of rectangular arrays and of area • Describe and analyze two-dimensional shapes	• Develop an understanding and fluency with multi-digit multiplication, and develop an understanding of dividing to find quotients involving multi-digit dividends, generalize place value understanding to multi-digit whole numbers • Develop an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers	• Develop fluency with addition and subtraction of fractions, and develop an understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions) • Extend division to 2-digit divisors, integrate decimal fractions into the place value system and develop understanding of operations with decimals to hundredths, and develop

Align School, Parent and Student Responsibilities

As a school, we will...

- 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.
- 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.

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:

_____

Title I School-Parent Compacts

Align Resources

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School-Parent Compact
High Impact Strategies

- Budget
- Parent Workshops
- Staff Development
- Volunteers, Tutors and other Partners
- Title 1 Evaluation

Strengthen Family-School Partnerships

Title I School-Parent Compact

Tips for Ensuring Content Linked to Learning

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- Concentrate on the identified focus areas
- Gather teacher, parent and student input
- Describe the activities/strategies that the school will provide parents to assist them in supporting their child's education
- Outline specific academic strategies for students and parents, not vague statements about general behavior
- Connect the school, parent, and student responsibilities and align each to the school goals

Title I School – Parent Compact *Documentation*

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1. **School – Parent Compact**
   - Labeled with school name
   - Labeled with current school year and revision date (M/D/Y)
   - Contains all School-Parent Compact requirements
   - Contains signatures and dates from each parent, student, and school representative

2. **Agendas and Sign-in Sheets**
   - Labeled with school name, location, date, and time of meeting
   - Meeting agenda contains School-Parent Compact as either purpose of meeting or a detailed item as part of meeting
   - Sign-in sheets with signatures and roles defined (i.e. parent)

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3. Minutes/Evaluations/Feedback

- Labeled with school name and meeting purpose
- Labeled with location, date, and time of meeting
- Record of parent, student, teacher feedback on compact
- Pictures/Video/Survey

4. Communications (Meeting Announcements/Sharing)*

- School/Community newsletter, flyers, or letter to parents
- Emails, call logs, website, social media, video announcements
- Parent-teacher conferences, school events, or parent meetings

Must show evidence that ALL Title I parents were invited to provide input in the development/revision of the School-Parent Compact

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Questions?