School-Parent Compact Innovative High School Sample

The following high 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 various content areas. By developing the school-parent compact by content areas, schools can zero in on particular "bang for your buck" strategies that parents can work with their children on throughout the school year. While the sample depicts a school-parent compact focused on writing, please note that content area compacts can be utilized across various content areas. Content area compacts are most effective when used at the high school level where grade-level compacts may no longer be targeted enough as students in the same grade take different classes. Therefore, it is suggested to develop a few different content area compacts so each family receives one that is targeted to their child's greatest need. For example, families whose students struggle in a coordinate algebra math class would receive a compact focused on that content area, while other families whose students struggle with writing would receive a compact focused on that content area.

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?

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?

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- *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.*

Parent Outreach Opportunities

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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.

School and Home Communication

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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*

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2014-2015

SCHOOL-PARENT COMPACT

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

Revised July 29, 2014

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.*

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.

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.