

## 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-level parent and family engagement policy, each school receiving Title I funds must develop with parents and family members of participating children a school-parent compact. Therefore, schools are encouraged to use this guide with the samples, in meaningful consultation with parents, to develop a school-parent compact that will outline the shared responsibility of the teacher/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 Teacher's/School's Role	1 A Clearly state the district and school academic achievement goals. Identify one or two school goals of highest academic need and an aligned fundamental academic focus area.	1116(d)	<ul style="list-style-type: none"> <li>Link actions in the compact to goals in the school improvement plan.</li> <li>Use academic achievement data to set specific goals</li> <li>Have teachers identify the most fundamental academic focus area(s) that will impact the identified goals.</li> </ul>
	1 B Describe ways the teacher/school will provide parents with strategies/activities aligned to the school goals to assist their child with the high-quality curriculum and instruction.	1116(d); 1116(d)(1)	<ul style="list-style-type: none"> <li>Describe how teachers will communicate to parents, information designed to help them understand what their children are learning and doing in class</li> <li>Specify what evidence-based strategies/activities the teachers/school will provide to families to support at home learning</li> </ul>
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	<ul style="list-style-type: none"> <li>Include high-impact actions for each grade level, designed by grade-level teams with parents.</li> </ul>
The Parent's Role	2 Describe specific tasks parents will be responsible for to support their children's learning that are aligned to the school goals.	1116(d); 1116(d)(1)	<ul style="list-style-type: none"> <li>Connect home learning activities and strategies for students to what they are learning in class.</li> </ul>
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	<ul style="list-style-type: none"> <li>Include high impact actions for each grade level, designed by grade-level teams with parents, after asking students for input.</li> </ul>
The Student's	3 Describe specific ways students will be responsible for/contribute to their own learning that are aligned to the school goals.	1116(d)	<ul style="list-style-type: none"> <li>Connect activities/strategies for students to what they are learning in class.</li> </ul>
	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is best practice and is not required.	<ul style="list-style-type: none"> <li>Include high impact actions for each grade level, designed by grade-level teams with parents.</li> </ul>
Develop Partnerships	4 Describe school activities that build partnerships with parents, including opportunities for parents to volunteer and participate in their child's class, observe classroom activities, and communicate with teachers.	1116(d); 1116(d)(2)(C)	<ul style="list-style-type: none"> <li>Provide both parents and teachers opportunities to develop skills for working together.</li> <li>Offer activities based on identified parent needs.</li> <li>Offer meetings at different days and times.</li> </ul>
Jointly Developed	5 Describe how parents and family members are involved in developing and revising the compact.	1116(d); 1116(f)	<ul style="list-style-type: none"> <li>Provide resources to cover costs for parents to take part, such as child care and transportation.</li> <li>Give specifics about how parents and family members are involved.</li> <li>Schedule meetings at accessible locations and at different days and times.</li> </ul>
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 can get regular tips on home learning.	1116(d)(1); 1116(d)(2) (A), (B), and (D)	<ul style="list-style-type: none"> <li>Include parent-teacher conferences at least once a year, at which the compact will be discussed.</li> <li>Include follow-up steps to support parents and students.</li> <li>Consult with parents on communication strategies that work best for them.</li> </ul>
	7 Ensure regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language and format that are family-friendly.	1116(f)	<ul style="list-style-type: none"> <li>Work with parents to identify and eliminate jargon and negative language.</li> <li>Engage parents/staff in the design process to create an attractive final product.</li> <li>Communicate in the parent's preferred language.</li> </ul>

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

***What is a  
School-Parent Compact?***

5

***Jointly Developed***

***Activities to Build  
Partnerships***

4

***Communication about  
Student Learning***

6

***Cover***

***2017-2018***

*Revised XX/XX/XXXX*

7

**1A**  
*Our Goals for Student Achievement*

*District goal(s)*

*School goal(s) and focus areas(s)*

**Teachers, Parents, and Students—Together for Success**

**1B**

**Teacher/School Responsibilities:**

*(List/Describe activities/strategies provided to parents to build the parent's capacity to support their student's learning at home.)*

**2**

**Family Responsibilities**

*(List/Describe specific activities linked to learning that parents/families will implement to support their child's learning to achieve the identified school academic goals.)*

**3**

**Student Responsibilities**

*(List/Describe specific academic strategies the student will complete to be responsible for their own learning.)*