**School-Parent Compact Checklist**

Title I, Part A, Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each school receiving Title I, Part A funds jointly develop with parents of all Title I children a school-parent compact.

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONTENT: *Academic Goals***

**What are the State Requirements?**

* Identify and describe the district and school academic achievement goals for the school year.

**Does the Compact Include the Following Required Components?**

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| **District Goals*** Identified district goals with a description of the impact on student performance
* Same district goals for each Title I school-parent compact throughout the district

A sample district goal:The percentage of students scoring at Developing Learner or above on the Georgia Milestones (GMAS) English Language Arts End of Grade Assessment will increase by five percentage points.  |
| **School Goals*** Goals written in family-friendly language
* School academic goals focusing on one or two areas of highest academic need
* Included targeted foundational grade-level skills to support the academic school goals
* Goals are aligned to areas of academic need identified in the Schoolwide Improvement/Title I Schoolwide Program/Title I Targeted Assistance Plan

A sample school goal with an academic focus area:Nutmeg Elementary School will increase the percentage of students reading on grade level by five percentage points as measured by Lexile scores on the Georgia Milestones End of Grade Assessment. In 3rd grade our school will focus on the following area:* + Content Vocabulary Development
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**CONTENT: *Responsibilities***

**What are the Federal and State Requirements?**

* Describe the ways in which the school/teachers will provide parents with strategies/activities to assist their child with the high-quality curriculum and instruction delivered in the school’s supportive and effective learning environment that enables the child to meet the State’s student performance standards. *Section 1118(d)(1)*
* Describe the ways in which parents will be responsible for supporting their children’s learning. *Section 1118(d)(1)*
* Describe the ways in which students will be responsible for their learning.

*Section 1118(d)(1)*

**Does the Compact Include the Following Required Components?**

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| --- |
| **The School/Teacher’s Responsibilities*** Specific strategies/activities provided to parents to build the parent’s capacity to support their student’s learning at home
* Strategies that are linked to the school academic goals
* Strategies that are aligned to the parent and student’s responsibilities
* Strategies that address academic goals rather than behavioral activities
* Strategies/activities are not what a teacher regularly provides to students in the classroom, but are focused on how the parent can partner with the teacher to support the student in achieving academic goals

An example of the school responsibilities could include:Teachers will provide families with a monthly newsletter that features games and activities the families can play to review vocabulary words being covered in class. |
| **The Parent’s Responsibilities*** Specific activities linked to learning that parents/families will implement to support their child’s learning to achieve the identified school academic goals
* Strategies that are linked to the school academic goals
* Strategies that are aligned to the school and student’s responsibilities
* Strategies that address academic goals rather than behavioral activities

An example of the parent responsibilities could include:Families will read the class newsletters and play the word games provided for vocabulary words. |
| **The Student’s Responsibilities*** Specific academic strategies the student will complete to be responsible for their own learning
* Strategies that are linked to the school academic goals
* Strategies that are aligned to the school and parent’s responsibilities
* Strategies that address academic goals rather than behavioral activities

An example of the student responsibilities could include:Students will bring home the class newsletter featuring vocabulary word games and will play these games at home with their families to gain practice using the vocabulary words. |

**CONTENT: *Communication***

**What are the Federal and State Requirements?**

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

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement.
2. Frequent reports to parents on their children’s progress.

*Section 1118(d)(2)(A)(B)*

**Does the Compact Include the Following Required Components?**

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| **Communication*** A list with a description of several methods for regular teacher-parent communication the school will use to keep parents up-to-date on their students’ progress and get regular tips on home learning
* Contact information of the school representative whom the parent should contact regarding questions about their child’s education

Communication between teacher-parent could include two or more of the following:* Class newsletters to parents
* Parent Portal
* Teacher websites
* Parent-Teacher conferences
* Weekly folders
* Emails to parents on student’s progress
* Text messaging
* Phone calls
* School website
* Social media sites such as Facebook and Twitter
* Other
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**CONTENT: *Partnerships***

**What are the Federal and State Requirements?**

Describe the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards and provide reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.

*Section 1118(d) and Section 1118(d)(2)(C)*

**Does the Compact Include the Following Required Components?**

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| **Partnerships*** A list with a description of the opportunities for parents to volunteer, observe, and participate in school activities to build partnerships that will support student learning

Partnership examples could include two or more of the following:* Parent-Teacher Conferences
* Parent Workshops
* Curriculum Nights
* Parent Resource Center
* Volunteering
* Open House
* Online/virtual activities (e.g., webinars, twitter chats)
* Multi-media activities (e.g., podcasts, teacher-created videos)
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**CONTENT: *Revision Date and School Year***

**What are the State Requirements?**

Current school year as well as revision date (month/day/year) must be listed on the school-parent compact.

**Does the Compact Include the Following Required Components?**

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| **Revision Date and School Year*** A revision date (month/day/year) prior to November 1st
* Does not include multiple revision dates
* A revision date that is after parents provided input, but before November 1st
* The school year (2016-2017)
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**INPUT**

**What are the Federal and State Requirements?**

Provide ALL parents of Title I students multiple opportunities to be involved in the joint development of the school-parent compact. *Section 1118(d)*

**What Types of Documentation Shows Evidence of Gathering Parent Input? (two or more)**

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| **Parent Input Meeting**Methods of Invitation (two or more)*Invitations must specify all parents are invited to participate and that the purpose of the meeting is for parental input into the compact.** Flyer
* Email
* Screenshot of webpage
* Text message
* Marquee
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agenda* Compact revision listed as a discussion topic
* Date/Time (usually in the spring) before the revision date on compact
* The annual Title I meeting was not used as an opportunity for input

Sign-In Sheet* Same date/time as indicated on the invitation and agenda
* Person’s title and/or role is identified (e.g., teacher, parent, principal, etc.)

Meeting Minutes/Notes or Evaluation* Same date/time as the meeting date
* Includes a request for parents to provide revision on the compact

Meeting Slides* Same date/time as the meeting date
* Slides include documentation to evidence parents were asked for input on the compact

Flexible Meeting Times* If more than one parent input meeting was offered, the meetings were offered at flexible times (e.g., same day but one held during the day and the other in the evening).
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| **Parent Survey**Methods of Taking Parent Survey* Paper copy
* Online link

Methods of Distribution (two or more)* Flyer
* Email
* Screenshot of survey posted on website
* Picture of paper copies available in the front office or Parent Resource Room
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Questions included on the survey are relevant to content included in the compact
* Summary of survey results
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| **Feedback Form***Feedback form must have a question or request for revisions to the compact’s content.* Methods of Distribution (two or more)* Email inviting all parents to provide input using the feedback form
* Screenshot of feedback form posted on website
* Picture of paper copies of the feedback form available in the front office or Parent Resource Room
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **Other** *(Please describe evidence)* |

**DISTRIBUTION**

**What are the State Requirements?**

* Distribute in multiple ways a copy of the school-parent compact to parents, students, and school representative for signature and review prior to November 1.
* All compacts must be signed and dated by each parent, student, and a school representative.

**What Types of Documentation Shows Evidence of Distributing in Multiple Ways?**

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| **Method of Distribution (two or more)*** Screenshot of school website with a link to the compact
* Screenshot of school social media with a link to the compact
* Signed compacts at Parent-Teacher conferences with documentation to include sign in sheets and invitations
* Annual Title I meeting documentation to include invitations, agenda, sign in sheets, and minutes, or PowerPoint indicating distribution of compact
* Picture of compact in the Parent Resource Center or the front office
* Signed and dated teacher dissemination statement indicating that the compact was sent home with each student
* Email
* Included in student registration packets with signed acknowledgements of receipt
* Included in the Student Handbook with signed acknowledgements of receipt
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **Signatures and Dates***A sampling of signed compacts including all required signatures prior to November 1st may be used as documentation to evidence one of the requirements for multiple methods of distribution. School signatures do not have to be original.** Signed and dated by school representative (Recommended for the homeroom teacher to be the school representative)
* Signed and dated by parent
* Signed and dated by student
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