

School-Parent Compact Guide to Quality

Title I Requirements and Quality Indicators

	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 goals to meet student academic achievement standards? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d)	<ul style="list-style-type: none"> Link actions in the compact to goals in the school improvement plan Use achievement data to set specific goals.
	1B Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(d)(1)	<ul style="list-style-type: none"> 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. Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and is not required under Title I.	<ul style="list-style-type: none"> 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? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(d)(1)	<ul style="list-style-type: none"> Connect activities for families to what students are doing in class.
	Provide information and actions specific to each grade level, tied to the school improvement plan. Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and is not required under Title I.	<ul style="list-style-type: none"> Include high-impact actions for each grade level, designed by grade-level teams with parents, after asking students for input.
The Student's Role	3 Describe specific ways students will be responsible for their learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d)	<ul style="list-style-type: none"> Connect activities for students to what they are learning in class.
	Provide information and actions specific to each grade level. Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and is not required under Title I.	<ul style="list-style-type: none"> Include high-impact actions for each grade level, designed by grade-level teams with parents.
Activities to 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? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(d)(2)(C)	<ul style="list-style-type: none"> Provide both parents and teachers opportunities to develop skills for working together (for example, schedule literacy conversations, demonstration lessons, class meetings, workshops; publicize volunteer and leadership opportunities). 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? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(f)	<ul style="list-style-type: none"> Provide resources to cover costs for parents to take part, such as child care and transportation. Give specifics about how parents are involved (for example, parents participate on data teams that meet to update the compact; annual review by the school governance council, which includes parents). 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? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d)(1); 1118(d)(2)(A and B)	<ul style="list-style-type: none"> 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.
Format and Language	7 Ensure that the language and format of the compact are family friendly. Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(f)	<ul style="list-style-type: none"> 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 sections in the "Sample Compact" Tool in the *Dust Off Your Old School Parent Compact* training kit developed by the Connecticut State Department of Education and available at www.schoolparentcompact.org.

Title I School-Parent Compact Federal Legislation

Title I, Part A, Section 1118

(d) SHARED RESPONSIBILITIES 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. Such compact shall –

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –

(A) 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;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(f) ACCESSIBILITY– In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.