

School-Parent Compact Guide to Quality
Title I Requirements (see full text on next page) and Quality Indicators

	Does the school-parent compact:		What section of Title I law does this address?	To make the compact most effective:
The School's Role	1A Clearly explain district and school goals for students to meet the challenging State academic standards?	Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d) ESEA 1116(d) ESSA	<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) ESEA 1116(d); 1116(d)(1) ESSA	<ul style="list-style-type: none"> Describe the high quality curriculum the school uses (to support the Common Core State Standards). 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 considered a best practice and is not required under Title I law.	<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) ESEA 1116(d); 1116(d)(1) ESSA	<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 considered a best practice and is not required under Title I law.	<ul style="list-style-type: none"> Include high-impact actions for each grade level designed by grade-level teams with parents.
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) ESEA 1116(d) ESSA	<ul style="list-style-type: none"> Connect activities for students to what they are doing in class.
	Provide information and actions specific to each grade level?	Yes <input type="checkbox"/> No <input type="checkbox"/>	This is considered a best practice and is not required under Title I law	<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) ESEA 1116(d); 1116(d)(2)(C) ESSA	<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 and family members are involved in developing and revising the compact?	Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(f) ESEA 1116(d); 1116(f) ESSA	<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 Ensure regular two-way meaningful communication between family members and school staff throughout the school year, 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) ESEA 1116(d)(1); 1116(d)(2)(A-C) ESSA	<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 Communicate information using family friendly language and format?	Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(f) ESEA 1116(f) ESEA	<ul style="list-style-type: none"> Work with parents to identify and eliminate unnecessary jargon and negative language. Engage parents/staff with design skills to create an attractive final product. Translate the compact and other communication into families' first languages.

Elementary and Secondary Education Act (ESEA)
School-Parent Compact Statutes
Title I, Part A, **Section 1118(d) and (f)**

(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.

Every Student Succeeds Act (ESSA)
School-Parent Compact Statutes
Title I, Part A, **Section 1116(d) and (f)**

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parent and family engagement 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 **challenging State academic standards**, and the ways in which each parent will be responsible for supporting their children's learning, [such as] 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 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;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

(f) ACCESSIBILITY.—In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members 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.