

School-Parent Compact Checklist

Each Title I school must jointly develop a school-parent compact with the parents and family members as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school, parents, and family members to undertake shared responsibility for improved student academic achievement.

	Requirement	Y or N	Documentation/Evidence of Practice
1.	<p>1116(d): Was the school-parent compact jointly developed with parents, families, and the school staff for the current school year?</p> <ul style="list-style-type: none"> • <i>ensure an invitation to parents/families to attend the meeting and an effective agenda/meeting template</i> 		<input type="checkbox"/> Invitation to attend the meeting <input type="checkbox"/> Meeting agenda <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Minutes that capture activities and decisions <input type="checkbox"/> Supporting materials/accessible format <input type="checkbox"/> Other:
2.	<p>1116(b)(1), 1116(f): Has the school-parent compact been distributed to all parents and family members in a timely and accessible fashion?</p> <ul style="list-style-type: none"> • <i>the effectiveness of the compact is evaluated on an annual basis</i> 		<input type="checkbox"/> How was the compact distributed to all in a timely and accessible fashion? Explain:
3.	<p>1116(d): Does the school-parent compact outline how parents and families, school staff, and students shared responsibility for improved student academic achievement?</p>		<input type="checkbox"/> Highlight in the compact or explain – where it addresses parents, families, and school staff sharing responsibility for improved academic achievement:
4.	<p>1116(d): Does the school-parent compact outline how parents, families, and school staff build and develop partnerships to help children achieve the State's high standards?</p>		<input type="checkbox"/> Highlight in the compact or explain – where it addresses how parents, families, and school staff build and develop partnerships to help children achieve the State's high standards:
5.	<p>1116(d)(1) - Does the compact describes the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's academic achievement standards?</p>		<input type="checkbox"/> Highlight in the compact or explain – where it addresses 1.) high-quality curriculum and instruction and 2.) a supportive and effective learning environment:
6.	<p>1116(d)(1) - Does the compact describe how parents and family members will be responsible for supporting their child's learning, including volunteering in the classroom, participating in decision-making, and using extracurricular time?</p>		<input type="checkbox"/> Highlight in the compact or explain – ways in which parents will be responsible for supporting their child's learning: <input type="checkbox"/> volunteering in the classroom <input type="checkbox"/> using extracurricular time <input type="checkbox"/> participating in decision-making <input type="checkbox"/> other:

Sample School-Parent Compact Checklist (continued)

	Requirement	Y or N	Documentation/Evidence of Practice
7.	<p>1116(d)(2)(D): Does the compact address how the school ensures regular two-way, meaningful communication between parents, family members, and school staff?</p> <ul style="list-style-type: none"> • <i>ensure such communication occurs in a language and format that parents and family members can access and understand.</i> 		<p><input type="checkbox"/> Highlight in the compact or explain – where it addresses meaningful communication:</p> <p><input type="checkbox"/> In what languages was the compact provided:</p> <p><input type="checkbox"/> List communication methods:</p>
8.	<p>1116 (d)(2)(A) - Does the school ensure annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement?</p> <ul style="list-style-type: none"> • <i>Ensure teachers are supported and prepared to discuss or review the compact during the parent-teacher conferences.</i> 		<p><input type="checkbox"/> Sign-in sheets</p> <p><input type="checkbox"/> Agenda where compact is addressed</p> <p><input type="checkbox"/> Were parents and family members notified about the parent-teacher conference and the compact part of the event? How? Explain:</p>
9.	<p>1116 (d)(2)(B) - Does the school provide frequent reports to families on their child's progress?</p> <ul style="list-style-type: none"> • <i>Address the types of reports that are provided, methods for distributing and receiving, and frequency or timetable.</i> 		<p><input type="checkbox"/> Highlight in the compact or explain what types of reports are provided to parents about their child's progress? Explain:</p> <p><input type="checkbox"/> How are the reports given to parents? <i>(mailed, telephone system, emails, home visits, take-home folders, face-to-face, platform, other):</i></p> <p><input type="checkbox"/> The frequency of when the reports are provided has been included <i>(every six weeks, two times a semester, quarterly, other)</i></p>

Additional Practices:

- Students understand the purpose and content of the compact and give input as appropriate.
- The compact reflects a collaborative school community with partnerships and shared decision-making.
- As appropriate, the compact is integrated with positive supports and a Multi-Tiered System of Support.