



School-Parent Compact Checklist



Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards.

Please use the checklist below as a support tool in helping you create and assess your School-Parent Compact:

Yes	No	
		Does the school have a current year school-parent compact? PL 114-95 section 1116 (d)
		Is the compact presented in a format and written in a language that parents/families can understand? (Is it user friendly?) PL 114-95 Section 1116 (b)(1)
		Was the school-parent compact jointly developed with parents/families? PL114-95 Section 1116 (d)
		<i>Invitation to parents/families to attend meeting?</i>
		<i>Agenda for meeting?</i>
		<i>Sign-in sheet for meeting including name and title/position?</i>
		<i>Minutes of meeting?</i>
		Was the school-parent compact distributed to parents/families? (Not all listed below are required but identify and document how the compact was distributed) PL 114-95 Section 1116 (b)(1)
		<i>Student Handbook?</i>
		<i>School or district website?</i>
		<i>Direct mail?</i>
		<i>E-mail?</i>
		<i>Placed in newspaper?</i>
		<i>Provided at student registration?</i>
		<i>Provided and explained at "back to school" event?</i>
		<i>Discussed at parent-teacher conference?</i>
		<i>Other?</i>

		Does the school-parent compact outline how parents/families, school staff, and students share responsibility for improved student academic achievement? PL 114-95 Section 1116 (d)
		Does the school-parent compact outline how the school and parents/families will build and develop a partnership to help children achieve the State's high standards? PL 114-95 Section 1116 (d)
		Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards? PL 114-95 Section 1116 (d)(1)
		Does the compact describe the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards? PL 114-95 Section 1116 (d)(1)
		Does the compact describe the ways in which parents/families will be responsible for supporting their child's learning; such as: volunteering in the classroom, participating in decision-making, use of extracurricular time? PL 114-95 Section 1116 (d)(1)
		Does the compact address the importance of communication between teachers and parents/families on an ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand ? PL 114-95 Section 1116 (d)(2)(D)
		Does the school conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement? PL 114-95 Section 1116 (d)(2)(A)
		<i>Sign-in sheets for parent-teacher conference, with confirmation the compact was discussed during the conference?</i>
		Does the school provide frequent reports to families on their child's progress? PL 114-95 Section 1116 (d)(2)(B)
		<i>What types of reports?</i>
		<i>How frequently?</i>
		<i>Telephone logs?</i>
		<i>E-mail history?</i>
		<i>Home visits?</i>

		<i>Other?</i>
		Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities? 114-95 Section 1116 (d)(2)(C)
		PL
		<i>Sign-in sheets for parent participation, including name of parent, date and time, and type of activity</i>
		Does the school involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school-parent compact (at least annually)? PL 114-95 Section 1116 (c)(3)
		<i>What tools were used to receive parent input? (surveys, interviews, etc.)</i>
		<i>Invitation to parents to review the findings?</i>
		<i>Agenda of meetings?</i>
		<i>Sign-in sheet for meeting including name and title/position?</i>
		<i>Minutes of meeting?</i>
		<i>Final product, a school-parent compact?</i>