

Developing a School-Parent Compact

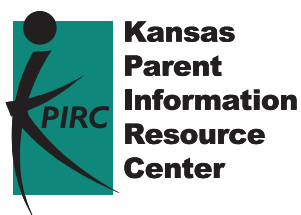


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Introduction

The Kansas Parent Information Resource Center (KPIRC) has created this resource to support Kansas schools as they seek to create a school-parent compact that is mandated under the Every Student Succeeds Act (ESSA) Title 1 Part A. This resource includes the federal mandate language, tips for creating the compact, a checklist for completing the compact, and sample compacts. We hope this resource supports you in your pursuit of engaging families in the school-parent compact process.

The school-parent compact is a written agreement between teachers and parents and provides an opportunity to create new partnerships in your school community. It is a document that explains what families and schools can do to help children reach high academic standards of excellence. Each school receiving Title I, Part A funds is required to develop a compact. The compact serves as a clear reminder of all stakeholders' responsibility to take action at school and at home so that children can attain the state's academic achievement standards. It is a written commitment indicating how all members of a school community – families, teachers, principals and students – agree to share responsibility for improved student achievement.

The underlying assumption is that a student's academic success will improve when the home and school work together. Overall, if the compact is implemented with fidelity, it will assure that there will be support for the academic success of the student by enhancing effective communications between school and home. When developed with the input of all concerned parties, the compact can serve as a valuable tool to effectively and meaningfully engage the school and the home in supporting the academic development and needs of the students.

The school-parent compact, along with the parental involvement policy, is a keystone document for a school to provide an effective family engagement program. The school-parent compact is like a compass pointing toward the destination "student success." The compact serves as a written reminder of shared responsibility for home and school to work together to improve student achievement.

The development of a school-parent compact is a way to involve parents and others who have not been closely connected to the school. Bringing together a team to talk about your school's needs and the shared responsibilities of your school community can be as important as the task of developing a compact. As you build your team, reach out, think big, and be creative.

ESSA Statute

Section 1116(d) (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, volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra curricular 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; 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.



What Must a School-Parent Compact Include

Describe the school's responsibilities to provide high quality curriculum and instruction in a supportive, effective environment. [Section 1116, (d)(1)]

Include ways parents can support their child's learning. Some examples of this are: school attendance, making sure homework gets done, volunteering in their children's classroom, and participating in decisions about the education of their children and positive use of after-school time. [Section 1116, (d)(1)]

Address the importance of on-going communication including:

1. Annual parent-teacher conferences in elementary schools. [Section 1116, (d)(2)(A)]
2. Frequent reports to parents on their child's progress. [Section 1116, (d)(2)(B)]
3. Reasonable access to school staff, including opportunities to volunteer and participate in their child's class, and observe child's classroom activities. [Section 1116 (d)(2)(C)]
4. Ensuring regular, two-way, meaningful communication between family members and school staff, and to the extent practicable in a language family members can understand. [Section 1116 (d)(2)(D)]

Discuss the compact as it relates to student achievement at parent-teacher conferences in elementary schools at least one time per year. [Section 1116, (d)(2)(A)]

Be written and communicated in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. [Section 1116, (b)(1)]

Must be evaluated annually for effectiveness in improving the academic quality of the school and to meet the changing needs of parents and the school. [Section 1116 (a)(2)(E) and (b)(1)]

Six Tips on Compacts

As you move through this process in launching the compact, keep these six ideas in mind:

1. Compacts are both a requirement and an opportunity.

Compacts are a requirement for schools serving Title I children, but a good idea for all schools. They keep the focus on high standards and academic success for every child. They provide a way for school policies, parent beliefs, and national goals to work together.

2. Compacts define responsibilities.

Compacts make sure that everyone “owns” the responsibility of helping children achieve high academic standards. Compacts specify roles that schools and families play in helping children learn. Compacts also set expectations for others throughout the community who have a stake in children’s academic success.

3. Compacts share a vision for teaching and learning.

A meaningful compact links responsibilities to a consistent philosophy of what children need to learn and how they spend their learning time at school and at home.

4. A compact depends on many people believing in it.

A compact represents the ideas of the whole school community. Compacts can become powerful documents when many individuals and stakeholders agree on educational goals and fulfill their personal commitment to children’s learning.

5. A compact is more than a piece of paper.

The piece of paper that lists responsibilities needs ongoing school-family-community interactions. The compact isn’t the end goal. The compact is a practical tool for better communication and productive relationships between schools and families.

6. A compact needs to be used.

A compact is a “tool” that can be used to clarify expectations, solve problems, keep the focus on teaching and learning, and help clarify choices about how teachers, parents, and students spend their time. The compact’s important function is to continually broaden the circle of people who become invested in education. Ultimately, the compact’s and school’s success depends on broad-based commitment to children’s learning.

School-Parent Compact Checklist

A compact is a written commitment that indicates how members of a school, parents, students, and even the community will agree to share in the responsibility of learning for an individual child. This checklist was created to help parents and community leaders assess their school's commitment and compliance with the law as it relates to compacts.

Yes No

☐ ☐ Does the school have a school-parent compact?

Does the school's school-parent compact:

☐ ☐ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment?

☐ ☐ Describe the ways in which each parent will be responsible for supporting their children's learning?

☐ ☐ Address the importance of communication between teachers and parents on a continuous basis?

☐ ☐ Include the compact in parent-teacher conferences in elementary schools at least annually?

☐ ☐ Stress frequent reports to parents on their child's progress?

☐ ☐ Commit to provide access to staff?

☐ ☐ Identify opportunities to volunteer and participate in their child's class?

Additionally:

☐ ☐ Is the compact easy to understand and provided in various languages so that parents and teachers can read and understand it?

☐ ☐ Were parents involved in the development of the school- parent compact?

☐ ☐ Are parents and teachers involved in the development of the programs and activities implemented for students being served under a compact?

☐ ☐ Are parents and teachers involved in the review and evaluation of the school-parent compact?

☐ ☐ Are parents aware of the process used to develop and evaluate the school-parent compact?

☐ ☐ Does the district have a written parental involvement policy?

☐ ☐ Does the school have a written parental involvement policy that addresses the school-parent compact?

Sample School-Parent Compact

Sample Template*

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline 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.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School- Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

School-Parent Compact

The <name of school>, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect during school year_____.

Required School-Parent Compact Provisions

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The <name of school> will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
[Describe when the parent-teacher conferences will be held.]

3. Provide parents with frequent reports on their children's progress.

Specifically, the school will provide reports as follows:

[Describe when and how the school will provide reports to parents.]

4. Provide parents reasonable access to staff

Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The <name of school> will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not state certified in the content and grade level they are teaching.

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the name of school will:

- 1. Recommend to the school district the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
- 2. Notify parents of the school’s participation in other programs operating within the school, the district and the contact information.
- 3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- 4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

****This sample template of a School-Parent Compact is not an official Kansas State Department of Education document. It is provided only as an example.***

Sample School-Parent Compact

The <name of school> staff, students and parents of the <name of school> community, agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the state's high standards.

School Responsibilities

The <name of school> staff will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment supports children in meeting the State's student academic achievement standards.
2. Provide parents with frequent reports on their children's academic and behavioral progress. In each classroom we will provide progress reports through Parent/Teacher conferences, samples of student work, updates on reading, writing and math assessments. We will initiate a parent contact at the first signs of a pattern of behavior that interferes with student learning.
3. Set high expectations for staff, students and parents by ensuring challenging curriculum, implementing programs targeted at increasing student achievement and committing to recruit, retain, and train qualified staff. Also, highlight/prepare ways that the parent can advance the learning environment at home.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as defined by grade level teams.
5. Provide parents reasonable access to staff.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Establish routines to support their child's success in school:
 - appropriate bedtime
 - monitor attendance
 - homework and reading
 - nutrition
 - grooming and hygiene
2. Communicate the significance of success in school & its relationship with success in life.
3. Provide a volunteer time to the school during the school year.
4. Ensure that my child attends school on a regular basis and arrives at school on time.

5. Make sure that my child's homework is completed and returned to school on time.
6. Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. Attend school regularly and arrive at school on time.
2. Complete all daily homework and return to school on time.
3. Model the school Code of Conduct.
4. Be responsible for giving my family members all information sent home from school.
5. Consistently plan a portion of every day for a period of uninterrupted reading time.

Teacher _____

Parent(s) _____

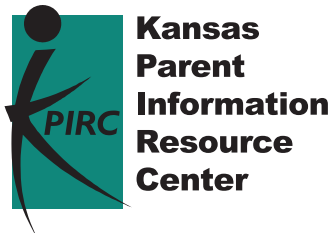
Student _____

Date _____

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