

## APS Title I Compact Guide

**The Compact can be a powerful tool to build a partnership and define responsibility in creating a rich educational opportunity for our students.**

v	Compacts have four sections: <b>Teacher/Student/Parent/Administration</b> (Optional: some schools are adding community organizations as an additional component)
	Documentation to be sent to Title I: ___ flyers/invitations to parents ___ sign-in lists ___ agenda ___ minutes of meeting
	<ul style="list-style-type: none"> <li>• Your revised compact has: ___ revision date ___ school year for distribution</li> </ul>
	<ul style="list-style-type: none"> <li>• Has been approved by the administration for distribution to school community.</li> </ul>
	<ul style="list-style-type: none"> <li>• Involves parents in the development of the compact.</li> </ul>
	<ul style="list-style-type: none"> <li>• Involves teachers in the development of the compact.</li> </ul>
	<ul style="list-style-type: none"> <li>• States how the school (students, staff and administration) and parents will share the responsibility for improved student academic achievement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Considers parents as partners in working with the school to develop high quality learning activities for their students. This portion may have been addressed in School Family Engagement Policy (SFEP).</li> </ul>
	<ul style="list-style-type: none"> <li>• Includes the school's responsibility for providing high quality instruction.</li> </ul>
	<ul style="list-style-type: none"> <li>• Offers parents opportunity to volunteer, participate and observe in classrooms. This portion addressed in SFEP, but can be part of the parent section of the compact.</li> </ul>
	<ul style="list-style-type: none"> <li>• Describes specific ways parents can be responsible for supporting their student's learning.</li> </ul>
	<ul style="list-style-type: none"> <li>• Addresses ongoing communication linked to learning between school, teachers and parents, and lists specifics used at this school site (newsletters, daily agendas, website updated weekly, and phone calls monthly). This portion is covered in the SFEP, but two way communication should be addressed as part of teacher's section</li> </ul>
	<ul style="list-style-type: none"> <li>• Includes participation in student/parent/teacher conferences.</li> </ul>
	<ul style="list-style-type: none"> <li>• Is printed in a format and languages that are accessible to families in your school community.</li> </ul>
	<ul style="list-style-type: none"> <li>• Revised copy has been sent to Title I office in all languages distributed.</li> </ul>
	<ul style="list-style-type: none"> <li>• Is signed by all parties and used throughout the school year for student/parent/teacher conferences.</li> </ul>
	<ul style="list-style-type: none"> <li>• At the end of the school year signed compacts are collected and stored with other Title I documents for 5 years.</li> </ul>
	<ul style="list-style-type: none"> <li>• Focuses on academic links to learning and leaves out non-academic items like dress code and other items already covered in the handbook(s).</li> </ul>

Best Practices to consider when developing your school compact:

	<ul style="list-style-type: none"> <li>• Development of the compact makes use of school grade level data, surveys and aligns to WebEPSS, mission and vision.</li> </ul>
	<ul style="list-style-type: none"> <li>• Lists ways to contact school staff and administration. This portion is covered by SFEP.</li> </ul>
	<ul style="list-style-type: none"> <li>• Involves students in the development of the compact.</li> </ul>
	<ul style="list-style-type: none"> <li>• Specifies how teachers will support parents with assignments, class projects.</li> </ul>
	<ul style="list-style-type: none"> <li>• Large posters of compact are posted in classrooms, hallways and open spaces.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop compact by grade level, academy, or create special compacts for transitional grades (K, 5, 8, 12), or for special programs. Contents should be specific to grade level or program and a common compact developed for non-transition grades.</li> </ul>
	<ul style="list-style-type: none"> <li>• Leave blank line for input by students and parents during conferences</li> </ul>

Suggestions for successful development of compact:

- Title I Family Engagement funds (112) can be used to provide childcare and snacks for these meetings.
- Send flyers, student created notes, school messenger, phone calls, website and other media
- Compacts can be one page, brochure, trifold or whatever format works for your school.