

School-Parent Compact Checklist

A compact is a written commitment that indicates how all 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 parent and community leaders assess their school's commitment and compliance with the law as it relates to compacts.

Yes No

- Does your school have a parent-school compact?
- Does your schools' parent-school 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 through,
 - Involve parent-teacher conferences in elementary schools, at least annually,
 - Frequent reports to parents on their children's progress; and
 - Access to staff
 - Opportunities to volunteer and participate in their child's class,
 - 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 parent- school compact?
 - Are parents and teachers involved in the development of the programs and activities implemented for students being served under a compact?
 - Are parents aware of the process used to develop and evaluate the parent-school compact?
 - Does your school district have a written plan that defines the parent-school compact?

School-Parent Compact Guide to Quality

A Written Agreement to Work Together for Student Success

	Does Our Compact...	Quality Indicators
The School's Role	1.A. Clearly explain district and school goals to meet student academic achievement standards? Yes <input type="checkbox"/> No <input type="checkbox"/>	Be sure to: <ul style="list-style-type: none"> • Link actions to goals in school improvement plan (e.g. improving reading) • Use data to set specific goals
	1.B. Describe ways that teachers are responsible for supporting students' learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> • Describe how teachers will help parents understand what children are learning and doing in class • Specify how teachers will support parents to take these actions
	*Provide information and actions specific to each grade level. Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> • Work with grade-level data teams and parents to design high-impact actions for each grade level
The Parent's Role	2. Describe specific ways parents can be responsible for supporting their children's learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	Be sure to: <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. Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> • Work with grade-level data teams and parents to design high-impact actions for each grade level
The Student's Role	3. Describe specific ways students will be responsible for their learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	Be sure to: <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. Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> • Work with grade-level data teams and parents to design high-impact actions for each grade level
Activities to Develop Partnerships	4. Describe school activities to build partnerships with parents and how these activities relate to student achievement? Yes <input type="checkbox"/> No <input type="checkbox"/>	Be sure to: <ul style="list-style-type: none"> • Provide both parents and teachers opportunities to develop skills for working together • Identify key parent needs • Offer meetings at different days and times
Jointly Developed	5. Describe how parents are involved in developing and revising the compact? Yes <input type="checkbox"/> No <input type="checkbox"/>	Be sure to: <ul style="list-style-type: none"> • Provide resources to cover costs for parents to take part, such as child care and transportation
Communicate About Student Progress	6. Describe several methods for regular teacher-parent communication? Yes <input type="checkbox"/> No <input type="checkbox"/>	Be sure to: <ul style="list-style-type: none"> • Include follow-up steps to support parents and students • Consult with parents on communication strategies that work best for them • Make it do-able and user-friendly
Format and Language	7. In a format and language that are accessible to families. Yes <input type="checkbox"/> No <input type="checkbox"/>	Be sure to: <ul style="list-style-type: none"> • Work with parents to identify and eliminate jargon and negative language • Engage parents/staff with design skills to create an attractive final product • Translate compact and communications into families' first languages

* This is a best practice and is not required under the law.