

2019 – 2020 Technical Assistance and Guidance

Writing your Title I Compact!

To make the compact most effective:

The School's Role

Clearly explain district and school academic goals? (It is recommended to identify one or two school goals of highest academic need and a fundamental academic focus area). **1118(d)**

- Link actions in the compact to goals in the school improvement plan.
- Use achievement data to set specific goals
- Talk with teachers to specify the most fundamental academic focus areas.

Describe ways that the school will provide parents with strategies/activities to assist their child with the high quality curriculum and instruction. **1118(d); 1118(d) (1)**

- Describe how teachers will help parents understand what children are learning and doing in class
- Specify how teachers will support parent participation in learning activities Provide information and actions specific to each grade level, tied to the school improvement plan. This is best practice and is not required.
- Include high-impact actions for each grade level, designed by grade-level teams with parents.

The Parent and/or Family's Role

Describe specific ways parents will be responsible for supporting their children's learning. **1118(d); 1118(d) (1)**

- Connect activities for students to what they are learning in class. Provide information and actions specific to each grade level, tied to the school improvement plan. This is best practice and is not required.
- Include high impact actions for each grade level, designed by grade-level teams with parents, after asking students for input.

The Student's Role

Describe specific ways students will be responsible for their learning. **1118(d)**

- Connect activities for students to what they are learning in class. Provide information and actions specific to each grade level, tied to the school improvement plan. This is best practice and is not required.
- Include high impact actions for each grade level, designed by grade-level teams with parents.

Develop Partnerships

Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers. **1118(d); 1118(d) (2) (C)**

- Provide both parents and teachers opportunities to develop skills for working together.
- Offer activities based on identified parent needs.
- Offer meetings at different days and times.

Jointly Developed

Describe how parents are involved in developing and revising the compact. **1118(d); 1118(f)**

- Provide resources to cover costs for parents to take part, such as child care and transportation.
- Give specifics about how parents are involved.
- Schedule meetings at accessible locations and at different days and times.

Communicate About Student Progress

Describe several methods for regular teacher parent communication so that parents are kept up-to-date on their students' progress and get

Regular tips on home learning. **1118(d) (1); 1118(d) (2) (A and B)**

- Include parent-teacher conferences at least once a year, at which the compact will be discussed.
- Include follow-up steps to support parents and students.
- Consult with parents on communication strategies that work best for them.
- Make communication do-able and user-friendly.

Ensure that the language and format of the compact are family friendly. **1118(f)**

- Work with parents to identify and eliminate jargon and negative language.
- Engage parents/staff with design skills to create an attractive final product.
- Translate the compact and other communications into the families first language.

Why do we write a School-Parent and Student compact?

Public Law 103-382 requires Title I schools to develop jointly, with parents of participating children, a school-parent compact (written agreement) that states what parents, students and the school will do together to raise student achievement, and that each Title I school will/must spend no less than one percent of its Title I allocation on parental involvement activities. The Title I program for parents is designed to;

- Inform parents about Title I regulations;
- Involve parents in local Title I programs;
- Involve parents in the planning, review, and improvement of the school's parental involvement plan, in an organized, ongoing, and timely way.
- Hold an Annual Title I parent meeting and inform parents of the school's participation in Title I Part A, explain the requirements, and their rights to be involved.
- Provide information to parents in an understandable and uniform format, including alternative formats and languages upon request of the parents.
- Provide parents information about the curriculum, state assessments, and how their child performs, how their child is measured, their progress, and proficiency students are expected to meet. Parents must be provided a report about the performance of their child on the state assessments in at least math, language arts, and reading.
- Offer parents training in schools on ways to work with their children at home to raise student achievement.
- Encourage active participation in their children's schools and education.

The Polk County Public Schools Title I program has established a template for the teacher/parent/student compact which is used in all Title I schools. Each school invites all parents to participate in writing and revising the compact according to their school's needs. This compact is an agreement that promotes positive communication and involves the teacher, parent, and student in taking shared responsibility to help our students improve academic achievement and achieve the State's high standards.

The mandate states:

"As a component of the school-level parental involvement 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 State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) Address the importance of communication between teachers and parents on an ongoing basis, at a minimum one face to face 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."

In satisfying the mandate, each school shall:

- Develop a new compact and/or revise the existing compact with parent input.
- Develop the compact jointly with school staff and parents.
- Provide evidence that ALL parents were given an opportunity to provide their input on the new compact.
 - **Evidence must include but is not limited to;**
 - Invitation for **all** parents to give input via survey, meetings, newsletters, suggestion box.
 - Meeting notes, agendas, invitations, sign in sheets (Can be a SAC meeting – all parents must be invited)
 - Survey and/or evaluation notes.
 - Marked up compacts from parents showing revisions.
- Collect evidence of parent input that will need to be uploaded as part of your parent and family engagement plan.

Important! The compact is

- A “Plan of Action” jointly developed with teachers, school staff, and parents/family to help children meet state education standards.
- A clear plan that explains everyone’s role in helping students meet state standards by outlining the responsibilities of the parents, students, and school/staff/teacher.
- An opportunity for ALL parents to give input in writing/revising your compact.
- A requirement: All Title I schools must have a compact.
- A part of the school’s Parent and Family Engagement Plan.
- Set the course for better learning and improving student achievement.
- A working document and reviewed from time to time to see if any changes are needed.
- Not legally binding. However, signing the compact shows support of the compact goals.


What you must do:

- Include ALL parents in the review and writing of the school-wide compact. Invite ALL parents to participate.
- Hold a meeting in the spring to review the previous year’s compact and get suggestions for writing the new compact.
- Distribute the compact to parents at the beginning of the school year, as students enroll in school, and reviewed or referenced in parent/teacher conferences.
- Discuss the compact school wide as part of the Title I Annual Parent Meeting which is held in the first six weeks of school.

2019-2020 TEMPLATE

Schools have the liberty to make changes to the template. Just make sure that you do not delete a required component.

The content in your compact should be linked to your SIP and PFEP (Parent and Family Engagement Plan).

 POLK COUNTY PUBLIC SCHOOLS <small>TITLE I</small>			
▼ 2019-2020 Compact for Learning			
<small>This compact outlines how the parents/family, the entire school staff, and the students will share the responsibility for improved student academic achievement. By linking learning, the school and parents will build and develop a partnership that will help our students achieve the state's high standards for the school year.</small>			
	Staff Responsibilities	Parent/Family Responsibilities	Student Responsibilities
Curriculum High Academics			
Monitoring Student Progress			
Partnership Be Involved			
Communication Stay Informed			
Learning Environment			
This compact was discussed on			
<small>Optional for Secondary</small>	Teacher Signature	Parent/Guardian Signature	Student Signature
<small>Please visit our school's website for additional information, including curriculum and instruction, assessment dates, staff contact information, Title I resources, and other important dates.</small> <small>If you do not have access to our website please visit the front office for printed information or call the front office.</small>			
Web Address: <input type="text"/>		Phone Number: <input type="text"/>	