

**AN AGREEMENT FOR
SUCCESS: Title I
Parent/School Compacts**

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Compacts: Definition

TITLE I – SECTION 1118

**SHARED RESPONSIBILITIES FOR HIGH STUDENT
ACADEMIC ACHIEVEMENT.**

—As a component of the school-level parental involvement policy developed ... 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.

What needs to be included?

- 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;

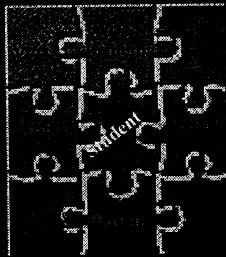
In Simpler Terms...

- Compacts are a “job description” that defines the “jobs” of the school, the parents (and sometimes the student) in order to ensure that the student receives and achieves the best possible education.

Purpose of Compacts

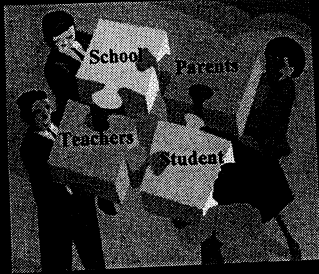
- Process vs. Outcome
- Open Communication
 - Parents can understand the school system better
 - Teachers can understand the needs of parents better
 - Students can understand their responsibilities
- Creating a “team” to support every student.

TEAM EDUCATION



STARTING LINEUP

Team EDUCATION



Five Step Process for Developing Compacts

1. Creating Team
2. Creating Compact
3. Using Compact
4. Evaluating Results
5. Strengthen Compact

CREATING A COMPACT TEAM

Who Should Be Included?

- Parents (required)
- Teachers (required)
- Optional:
 - Students
 - Administrators
 - Community Members
 - Libraries
 - Businesses
 - Faith Based Organizations
 - Community Organizations

GETTING STARTED

Understanding the Challenges Facing Education Today

- **NCLB Goal**
 - All Students Meeting Standards by 2014

Team needs to identify the things that may impact student achievement:

- What issues schools face
- What issues parents face
- What issues community face

Bottom Line

- Schools overall goal...
 - Students do well academically
- Parents overall goal...
 - Children to succeed in school and life
- The school's students are the parent's children
- We all have the same goal and want the same things...we just need to understand that we are on the same "team" and need to work as a "team" to reach the goals we all want.

Overview of McKinney Elem School

McKinney Elementary School is located in an urban area. The school has been identified for school improvement for the last two years. Absentee and truancy rates are skyrocketing. The school has it's third new principal in 5 years, Mr. Goodman. Mr. Goodman is committed to turning the school around. It is very difficult to find and retain highly qualified teachers. In the past, parents have complained that they are not welcome in the schools; teachers have complained that they can't get parents involved. Mr. Goodman invites a group of parents and the teachers to sit down together to discuss the issues and to develop a parent/teacher compact, as required under NCLB.

WRITING THE COMPACT

Compacts are required to address three areas that focus on what parent and schools agree to do to support:

- student learning and high achievement;
- effective, frequent, communication between school and home; and
- building capacity for the family-school-community partnership through volunteering and training.

Student Learning & High Achievement

Parents can do these things to help student achievement:

- 1.
- 2.
- 3.

Schools can do these things to help student achievement:

- 1.
- 2.
- 3.

Student Learning and High Achievement

• Suggestions for Compact:

- School agrees to offer a rigorous and challenging academic program [be specific in what your school offers here]
- Parents agree to monitor homework completion and send students to school prepared to learn and on time. Parents also agree to support learning at home by reading with their children every night.

Shared Responsibility

Effective and Frequent Communication Between Home/School

Parents can agree to:

- 1.
- 2.
- 3.

School can agree to:

- 1.
- 2.
- 3.

Shared Responsibility

Effective and Frequent Communication Between Home/School

- Mutual Agreement that parents and teachers need to communicate.
- Suggestions for Compact:
 - School agrees to communicate frequently (define frequently) with families about student progress through [agreed upon methods i.e., email, phone calls, newsletters, etc.].
 - Parents agree to attend at least one parent-teacher conference each year, or email teacher with questions, etc.

Shared Responsibility

Building Capacity through Volunteering and Training

- *Helping school staff, teachers and families develop the skills, motivation and opportunities to work together to improve student learning.*
- Parents can:
 - 1.
 - 2.
 - 3.
- School can:
 - 1.
 - 2.
 - 3.

Shared Responsibility

Building Capacity through Volunteering and Training

- **Helping school staff, teachers and families develop the skills, motivation and opportunities to work together to improve student learning.**
- **Suggestions for Compact:**
 - School agrees to involve parents in school governance.
 - Parents agree to volunteer at least ___ hours a year at the school.

USING THE COMPACT

- **Moves the Compact from a Planning Document to an Action Document**
- **Get the Word Out!**
 - School Newsletter
 - Weekly Lunch Menus
 - Web Sites
 - Email
 - Listserv
 - School's Voice Mail System
 - Mailing
 - Local Newspaper
 - Community Events
 - Special School Events

USING THE COMPACT

- **Use the Compact in All Parts of Your School Program.**
 - *Discuss student progress during parent-teacher conferences (required)*
 - Help launch programs for family involvement.
 - Support training for teachers and other staff to work with families.
 - Complement School Improvement Plans
 - Help partners discuss their responsibilities in meeting the goals of the school.

EVALUATING THE RESULTS

How do you know whether or not your compact is working?

- Schools are required to review the compacts each year to determine if they are effective and to make changes, if needed.
 - Parents must be involved.
 - Need to more than whether it is in place.
 - Need to know what's working and what's not.

Resources

- US Department of Education
 - www.ed.gov
 - No Child Left Behind
 - Title I Legislation (Section 1118 – Compacts)
- Project Appleseed (National Campaign for Public School Improvement)
 - www.projectappleseed.org
- PA Academic Standards
 - PA Department of Education
 - www.pde.state.pa.us
- Title I State Parent Advisory Council (SPAC)
 - www.spac.k12.pa.us

Questions
