

2018-19 School-Parent Compact Checklist and Plan of Action

Requirement	Yes No	Current activity/strategy	Measure of Effectiveness	Continue with current practice or new/enhanced activity/strategy
<p>1. Does the school have a current year school-parent compact? <u>ESSA Section 1116 (d)</u></p>				
<p>2. Is the compact presented in a format and written in a language that parents/families can understand? (Is it user friendly?) <u>ESSA Section 1116 (b)(1)</u></p>				
<p>3. Was the school-parent compact jointly developed with parents/families? ➤ <i>Invitation to parents/families to attend meeting? Agenda for meeting? Sign-in sheet for meeting including name and title/position? Minutes of meeting?</i> <u>ESSA Section 1116 (d)</u></p>				
<p>4. Was the school-parent compact distributed to parents/families? (Not all listed below are required but identify and document how the compact was distributed) ➤ <i>Student Handbook? School or district website? Direct mail? E-mail? Placed in newspaper? Provided at student registration? Provided and explained at "back to school" event? Discussed at parent-teacher conference? Other?</i> <u>ESSA Section 1116 (b)(1)</u></p>				

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<p>5. Does the school-parent compact outline how parents/families, school staff, and students share responsibility for improved student academic achievement? <u>ESSA Section 1116 (d)</u></p>				
<p>6. Does the school-parent compact outline how the school and parents/families will build and develop a partnership to help children achieve the State's high standards? <u>ESSA Section 1116 (d)</u></p>				
<p>7. Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards? <u>ESSA Section 1116 (d)(1)</u></p>				
<p>8. Does the compact describe the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards? <u>ESSA Section 1116 (d)(1)</u></p>				
<p>9. Does the compact describe the ways in which parents/families will be responsible for supporting their child's learning; such as: volunteering in the classroom, participating in decision-making, use of extracurricular time? <u>ESSA Section 1116 (d)(1)</u></p>				

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<p>10. Does the compact address the importance of communication between teachers and parents/families on an ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand?</p> <p><u>ESSA Section 1116 (d)(2)(D)</u></p>				
<p>11. Does the school conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement?</p> <p>➤ <i>Sign-in sheets for parent-teacher conference, with confirmation the compact was discussed during the conference?</i></p> <p><u>ESSA Section 1116 (d)(2)(A)</u></p>				
<p>12. Does the school provide frequent reports to families on their child's progress?</p> <p>➤ <i>What types of reports? How frequently? Telephone logs? E-mail history? Home visits? Other?</i></p> <p><u>ESSA Section 1116 (d)(2)(B)</u></p>				
<p>13. Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities?</p> <p>➤ <i>Sign-in sheets for parent participation, including name of parent, date and time, and type of activity</i></p> <p><u>ESSA Section 1116 (d)(2)(C)</u></p>				

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<p>14. Does the school involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school parent compact (at least annually)?</p> <p>➤ <i>What tools were used to receive parent input? (surveys, interviews, etc.) Invitation to parents to review the findings? Agenda of meetings? Sign-in sheet for meeting including name and title/position? Minutes of meeting? Final product, a school-parent compact?</i></p> <p><u>ESSA Section 1116 (c)(3)</u></p>				

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