

## ESEA Section 1116 School-Parent Compact

### What Schools, Parents, and Students Can Do to Support Academic Achievement

When developing a school-parent-student compact, get buy-in from all parties and explain what the compact entails. The compact is about families and schools and how the school will help families to support learning. The compact is NOT a one shot deal. The intent of the compact is to build partnerships that will support learning. It's an alliance between school and home.

When developing the compact, choose someone with leadership skills to lead the project. Choose someone who **believes** in this work! If you don't already know, ask who is interested in working with families. If you have an after school program think about how the staff can be included. Include families and students (when age appropriate) in the development of the compact.

The compact outlines **how** parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Ensure information is in a language that families can understand.

Here are some dos and don'ts of compacts:

- **DON'T** list 15 obligations for parents and 5 for the school.
- **DON'T** patronize parents: "I will make sure my child is clean and rested."
- **DON'T** complain that parents aren't doing their jobs.
- **DON'T** hand out the compact at the beginning of the year and never mention it again.
- **DON'T** use the same compact each year.
- **DON'T** forget to ask whether the families and staff actually use the compact.
- **DO** make the obligations equal in each group.
- **DO** be respectful.
- **DO** check up on obligations from compact at conferences and meetings.
- **DO** revisit the compact every year.
- **DO** ask families, students, and staff what would make the compact better.
- **DO** create obligations that address your goal(s).

This is a tool for developing the school-parent compact under Section 1116 of the Elementary Secondary Education Act. Each Title I School must develop and disseminate a compact that meets the requirements set by the Federal Government. In a Schoolwide program the compact should be provided to all families. In a Targeted Assistance program the compact should be provided to families of students being served.

<b>Requirements</b>	<b>Examples</b>
Describe how the school, parents, and students will share the responsibility for improved student outcome.	
Describe a school’s responsibility to provide high-quality curriculum and instruction that effectively supports a learning environment that enables the children to meet State academic standards.	
Describe how each parent will support their child’s learning, volunteer in the classroom, and participate in decisions related to their child’s education and extracurricular time.	
Ensures parent-teacher conferences, at least annually, in which the compact is discussed for each individual child.	
Ensures frequent reports to parents on their children’s progress.	
Ensures that parents have reasonable access to staff, opportunities to volunteer and participate in the classroom, and observation of classroom activities.	
Ensures that school staff and family members have regular and meaningful communication in a language that the family member can understand.	