# 2012-2013
# LEA Random Validation
# Title I School-Parent Compact

Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards.

| Compact Development & Implementation | Yes | No | Completion Date |
|---|---|---|---|
| 1. Did parents participate in designing the compact? | | | |
| 2. Did teachers and principals participate in designing the compact? | | | |
| 3. Was the purpose of the compact clearly written so teachers and parents both understood its intent? | | | |
| 4. Does the compact reflect the teacher's responsibility for creating a climate conducive to learning? | | | |
| 5. Does the compact reflect the teacher's responsibility for establishing meaningful two-way communication with parents? | | | |
| 6. Does the compact reflect the parent's responsibility for creating a home environment conducive to learning? | | | |
| 7. Does the compact reflect the parent's responsibility for being involved in their child's learning? | | | |
| 8. Does the compact reflect the student's responsibility for learning? | | | |
| 9. Are the responsibilities outlined in the compact developmentally and individually appropriate for both the student and parent? | | | |
| 10. Was the compact reviewed with students and parents periodically throughout the year? | | | |
| 11. Is the effectiveness of the compact evaluated on an annual basis and is the data used to make revisions. | | | |