



Illinois State Board of Education

Illinois State Board of Education School-Parent Compact Checklist (Checklist with Examples of Required Documentation)

Title I, Section 1116 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each school receiving Title I, Part A funds jointly develop with parents of all Title I children a school-parent compact.

School: _____
School should give additional attention to the following areas:

Met Not Met NA	Indicator	Documentation	Notes
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>1. Provide all parents of Title I students the opportunity to be involved in the joint development of the school-parent compact.</p> <p style="text-align: right;"><i>Section 1116 (d)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts 	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>2. Outline 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.</p> <p style="text-align: right;"><i>Section 1116 (d)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts 	

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<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>3. Identify and describe the district and school academic achievement goals for the school year. (It is recommended to limit the academic goals to one or two areas of highest academic need and a fundamental academic focus area).</p> <p style="text-align: right;"><i>Section 1116 (d)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties. <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) 	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>4. Describe the ways in which the school will provide parents with strategies/activities to assist their child with the high-quality curriculum and instruction delivered in the school's supportive and effective learning environment that enables the child to meet the State's student performance standards.</p> <p style="text-align: right;"><i>Section 1116 (d)(1)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Pictures, presentations, or handouts <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts 	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>5. Describe the ways in which parents will be responsible for supporting their children's learning.</p> <p style="text-align: right;"><i>Section 1116 (d)(1)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes 	

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<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>6. Describe the ways in which students will be responsible for their learning.</p> <p style="text-align: center;"><i>Section 1116 (d)(1)</i></p>	<input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Pictures, presentations, or handouts <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>7. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum :</p> <p>a. 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.</p>	<input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Evidence that the school-parent compact was shared and utilized as a tool with all Title I parents	

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	b. Frequent reports to parents on their children’s progress. c. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. <i>Section 1116 (d)(2)(A)(B)(C)</i>	<input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	8. Distribute a copy of the school-parent compact to parents, students, and school representative for signature and review. All compacts must be signed and dated by each parent, student, and a school representative.	<input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated sign-in sheets (indicating person’s role and/or title) <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Flyers, invitations, marquee, Web page	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9. Develop a process for revising the compact annually with all parents of Title I students having the opportunity to provide input. Current school year as well as revision date (M/D/Y) must be listed on the school-parent compact.	<input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sig-in sheets (indicating person’s title and/or role) <input type="checkbox"/> Pictures, presentations, or handouts <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages	