



Elberton Education Center

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School-Parent Compact

Elberton Education Center

School Year 2014-2015

Dear Parent/Guardian,

Elberton Education Center, students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve the State's high standards. Please review the attached School-Parent Compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child's teacher and keep the School-Parent Compact as a reminder of your commitment. The School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

*Spanish version available upon request.
(Version en español disponible a petición.)*

School-Parent Compact Guide to Quality

Title 1 Requirements and Quality Indicators

	Does the school-parent compact:*		Section of Title I law:	To make the compact most effective:
The School's Role	1A	Clearly explain district and school goals to meet student academic achievement standards? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d)	<ul style="list-style-type: none"> Link actions in the compact to goals in the school improvement plan Use achievement data to set specific goals.
	1B	Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(d)(1)	<ul style="list-style-type: none"> Describe how teachers will help parents understand what children are learning and doing in class. Specify how teachers will support parent participation in learning activities.
		Provide information and actions specific to each grade level. Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and is not required under Title 1.	<ul style="list-style-type: none"> Include high-impact actions for each grade level, designed by grade-level teams with parents.
The Parent's Role	2	Describe specific ways parents will be responsible for supporting their children's learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(d)(1)	<ul style="list-style-type: none"> Connect activities for families to what students are doing in class.
		Provide information and actions specific to each grade level, tied to the school improvement plan. Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and is not required under Title 1.	<ul style="list-style-type: none"> Include high-impact actions for each grade level, designed by grade-level teams with parents, after asking students for input.
The Student's Role	3	Describe specific ways students will be responsible for their learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d)	<ul style="list-style-type: none"> Connect activities for students to what they are learning in class.
		Provide information and actions specific to each grade level. Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and is not required under Title 1.	<ul style="list-style-type: none"> Include high-impact actions for each grade level, designed by grade-level teams with parents.
Activities to Develop Partnerships	4	Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(d)(2)(c)	<ul style="list-style-type: none"> Provide both parents and teachers opportunities to develop skills for working together (for example, schedule literacy conversations, demonstration lessons, class meetings, workshops; publicize volunteer and leadership opportunities). Offer activities based on identified parent needs. Offer meetings at different days and times.
Jointly Developed	5	Describe how parents are involved in developing and revising the compact? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(f)	<ul style="list-style-type: none"> Provide resources to cover costs for parents to take part, such as child care and transportation. Give specifics about how parents are involved (for example, parents participate on data teams that meet to update the compact; annual review by the school governance council, which includes parents). Schedule meetings at accessible locations and at different days and times.
Communicate About Student Progress	6	Describe several methods for regular teacher-parent communication, so that parents are kept up-to-date on their students' progress and get regular tips on home learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d)(1); 1118(d)(2)(A and B)	<ul style="list-style-type: none"> Include parent-teacher conferences at least once a year, at which the compact will be discussed. Include follow-up steps to support parents and students. Consult with parents on communication strategies that work best for them. Make communication do-able and user-friendly.
Format and Language	7	Ensure that the language and format of the compact are family friendly. Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(f)	<ul style="list-style-type: none"> Work with parents to identify and eliminate jargon and negative language. Engage parents/staff with design skills to create an attractive final product. Translate the compact and other communications into families' first language.

*Numbers correspond to sections in the "Sample Compact" *Tool in the Dust Off Your Old School Parent Compact* training kit developed by the Connecticut State Department of Education and available at www.schoolparentcompact.org.

