



PARENT-TEACHER COMPACTS

Model Policy

ExcelinEd Policy Toolkit 2020

THE PARENT-TEACHER COMPACT ACT

Note: This language is intended to be modified to meet the needs of state-specific context. ExcelinEd is willing to consult with policymakers to adapt the policy based on input from in-state partners. This is not intended to be used at the federal level.

I. Short Title

This act shall be known and may be cited as the “Parent-Teacher Compact Act,” (the “Act”).

II. Legislative Purpose

The purpose of this Act is to:

- a. Increase learning opportunities for students;
- b. Establish new flexibilities for teachers and families;
- c. Empower families to create education solutions that fit the unique needs of their children;
- d. Empower teachers to serve students and their families in new and different ways;
- e. Create new professional opportunities for teachers; and
- f. Facilitate written agreements between parents and teachers.

III. Definitions

- a. A “parent” means any person who is the legal guardian of a child who is entitled to receive a free and appropriate public education under state statutes.
- b. A “teacher” means any person who is properly certified to teach in a public school in this state.

IV. Parent-Teacher Compacts

- a. Parents who are residents of the state may agree to a written compact with a teacher to oversee the education of and provide educational services to children in their legal custody.
- b. Teachers who are residents of the state and are certified to teach in a public school in the state may enter one or more compacts with one or more families to serve one or more students.
- c. Parent-Teacher Compacts shall contain, but are not limited to, the following:
 - i. The name of the teacher and verification of their certification;
 - ii. The name of the parent and their address;
 - iii. The number of students who will be served by the compact;
 - iv. A list of students and their identifying information who will be served by the compact;
 - v. A description of the services to be provided, including special education services if applicable;
 - vi. A termination clause that allows the parent or teacher to terminate the compact for any reason at any time; and
 - vii. The term of the compact.
- d. Once a compact between the teacher and the parent has been agreed and signed by both parties, the teacher shall submit a copy of the written compact to the state education agency.
- e. In order to facilitate the development of Parent-Teacher Compacts, the state education agency shall draft and publish on its website a simple compact template that may be used by parents and teachers.



V. Status of Students being served by Parent-Teacher Compacts

[Option 1: Students are part of the public education program and are eligible for special education services.]

- a. A student being served under the authority of a Parent-Teacher Compact that has been submitted to the state education agency shall be considered fully enrolled in a public education program under the direction of a teacher. If applicable, the Parent-Teacher Compact shall describe the special education services to be provided to students.

[Option 2: Students are not part of the public education program.]

- a. A student being served under the direction of a Parent-Teacher Compact that has been properly submitted to the state education agency shall not be part of the public education program.



VI. Status and Duties of Teachers serving Students under a Parent-Teacher Compact

- a. The teacher shall maintain a portfolio of records and materials. The portfolio must consist of the following:
 - i. A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
 - ii. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.
- b. Teachers who are serving one or more students under the authority of a Parent-Teacher Compact shall offer to administer a standardized summative assessment to the student or students being served.

[Option 1: Teachers are independent operators who still have access to the state-level teacher retirement system.]

- c. Teachers who are serving students under the authority of a Parent-Teacher Compact may participate as members of the state teachers' retirement system in accordance with applicable statutes and rules.

[Option 2: Teachers are employees of the state education agency only for the purposes of receiving benefits and still have access to the state-level teacher retirement system.]

- c. Teachers who are serving students under the authority of a Parent-Teacher Compact may participate as members of the state teachers' retirement system in accordance with applicable statutes and rules.
- d. Teachers serving one or more students under a Parent-Teacher Compact shall be considered employees of the state education agency only for the purposes of health benefits and shall have access to the same benefits as other employees of the state education agency.
- e. The state education agency may charge teachers who are serving one or more students under a Parent-Teacher Compact an administrative fee for services of no more than or equal to one percent of state-level funds allocated to the teacher.

[Option 3: Teachers may be employees of the state-education agency, a public university, or non-profit for the purposes of receiving benefits. They would still have access to the state-level teacher retirement system.]

- c. Teachers who are serving students under the authority of a Parent-Teacher Compact may participate as members of the state teachers' retirement system in accordance with applicable statutes and rules.
- d. Teachers serving one or more students under a Parent-Teacher Compact may be considered employees of the state education agency, a public university, or a non-profit organization for the purposes of health benefits and shall have access to the same benefits as other employees, and may charge teachers an administrative fee for services of no more than or equal to one percent of the total of state-level funds allocated to the teacher.



VII. Funding

- a. For the purposes of funding, teachers serving students under Parent-Teacher Compacts that have been submitted to the state education agency shall be entitled to the same amount of state-level funding as a local education agency would receive if the students attended a public school in their district of residence.
- b. The state-level funding allocation for the Parent-Teacher Compact shall be distributed to the teacher by a public body or agency that distributes state-level funding.
- c. If the term of the Parent-Teacher Compact is less than a full academic year, then the amount of funding shall be prorated based on the number of days the compact is in effect.
- d. If the teacher or parent should terminate the compact for any reason, the teacher or the parent shall notify the parent and the state education agency in writing within five-business days of the date of the termination. The state education agency shall prorate funding to the teacher based on the number of days the compact was in effect.