



## Template: Title I School - Parent Compact<sup>1</sup>

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### Instructions

Each school within District of Columbia Public Schools (DCPS) served under Title I, Part A of the Every Student Succeeds Act (ESSA) must jointly develop with families, a written School-Parent Compact. The compact must be a part of the school's written parent and family engagement policy developed by the school and as required by section 1116(b) of ESSA. The compact must outline how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the District's high standards.

Schools and families may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools and families are not required to follow this sample template or framework, though School-Parent Compacts must address the required elements, in bold text in the sample below. Schools and families, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions that will support family engagement and strengthen student achievement.

### Sample School-Parent Compact

[Name of School]

School Year 20[XX-XX]

At *[school name]*, we believe that *[insert school mission statement]*. We believe that families are our most critical partners in building rigorous academic experiences and a joyful learning environment for all students.

*[School name]* and the family members of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA), agree that this compact outlines how families, the entire school staff, and the students will share the responsibility for improved student achievement and the means by which the school and families will build and develop a partnership that will help children be successful in school and in life.

This school-parent compact is in effect during **school year XXX.**

**(Note: Provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact as outlined in ESSA, section 1116. If schools and parents wish to use another format, they must still address these elements in the compact).**

### School Responsibilities

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<sup>1</sup> The federal law uses the term "School-Parent Compact" for the purpose of this document parents refer to any caring adult(s) who support the social emotional and academic learning of a child.

[Name of school] will:

**Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the District of Columbia student academic achievement standards as follows:**

*[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]*

**Hold parent-teacher conferences, at least twice annually, during which the components of this compact will be discussed as to how it relates to supporting the individual student's academic achievement. These conferences will be conducted as follows:**

*[Describe when the parent-teacher conferences will be held and how parent compact will be discussed.]*

**Provide families with frequent reports on their student's progress.** Specifically, the school will provide reports as follows:

*[Describe when and how the school will provide reports to parents.]*

**Provide families reasonable access to teachers and staff.** Specifically, staff will be available for consultation with parents as follows:

*[Describe when, where, and how staff will be available for consultation with parents.]*

**As appropriate, provide families opportunities to participate in their child's class, and to observe classroom activities, as follows:**

*[Describe when and how parents may participate, and observe classroom activities.]*

**Provide families opportunities to engage in regular, meaningful communication with teachers and school staff, and, to the extent practicable, in a language that family members can understand. Families of students receiving special education services should be informed of their role in the process and engaged in the Individualized Education Plan (IEP) process.**

*[Describe the modes and frequency of teacher and staff communication with families]*

## Family Responsibilities

**We, as families, will support our child's learning in the following ways (Note that the following elements are ideas for possible inclusion, and not required elements):**

Communicate high expectations for our children: An important way we will help our children succeed is to consistently communicate high expectations for student performance.

*[Describe ways families can communicate high expectations with their children, such as making sure children know to complete their homework, stress the importance of getting to school on time].*

Monitor our children's progress: We will support our students' success by regularly checking in with them and our teachers. We will ensure our child attends school on-time and daily. If we are facing barriers to daily attendance and need assistance, we will reach out to the school for support.

*[Describe tools families can use to track their students' performance in school, e.g., Aspen Parent Portal, reading report cards, attending parent teacher conferences, etc.]*

Advocate for our children: We will advocate for our children to ensure they get the personal attention and necessary support they need to be successful in school

*[Describe ways families can advocate for their children, such as attending parent teacher conferences, sitting on the LSAT, being a member of the parent organization, staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. etc.]*

Guide our children's education: We know we play a critical role in navigating our children's educational experience from preschool all the way through college.

*[Describe ways families can guide their children's education, e.g., discussing education opportunities beyond the current school year, participating, as appropriate, in decisions relating to my student's education, etc.]*

Support learning at home: We will advocate for our children to ensure they get the attention and support they need to be successful.

*[Describe ways families can support learning at home, such as promoting positive use of extracurricular time, making sure that homework is completed, monitoring child's media consumption etc.]*

## Optional Additional Provisions

Below are some additional suggested provisions the compact could include but that are not required.

### **Student Responsibilities (revise as appropriate to grade level)**

We, as students, will share the responsibility to improve our academic achievement and be successful in school and beyond. Specifically, we will:

*[Describe the ways in which students will support their academic achievement, such as:*

- *Do my homework every day and ask for help when I need it.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or guardian all notices and information received by me from my school every day.]*

### **School Responsibilities**

To help build and sustain trusting partnerships with families to accelerate student achievement, , *[name of school]* will:

- Recommend to DC Public Schools the names of parents of participating students of Title I, Part A programs who are interested in serving on the district's Parent Advisory Board.
- Work with DC Public Schools in addressing problems, if any, in implementing parent and family engagement activities in section 1116 of Title I, Part A.
- Work with DC Public Schools to ensure that a copy of the Office of the State Superintendent of Education's (OSSE) written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.