



Template: Title I School - Parent Compact

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 parents of all students participating in Title I, Part A activities, services, and programs, 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 parents as required by section 1116(b) of ESSA. The compact must 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 District's high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools and parents 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 effective parental involvement and strengthen student academic 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 parents and families are our most critical partners in building rigorous academic experiences and a joyful learning environment for all students.

[School name] and the parents and 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 the parents and families, the entire school staff, and the 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 that will help children achieve the District of Columbia's academic standards.

This school-parent compact is in effect during school year 2020-21.

(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

[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.]

In elementary schools, hold parent-teacher conferences, at least annually, during which 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 parents 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 parents reasonable access to 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 parents opportunities to participate in their student's class, and to observe classroom activities, as follows:

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

Provide parents and families opportunities to engage in regular, meaningful communication with school staff, and, to the extent practicable, in a language that family members can understand.

Parent and Family Responsibilities

We, as parents/legal guardians and families, will support our students' learning in the following ways (Note that the following elements are ideas for possible inclusion, and not required elements):

Communicate high expectations with our students: An important way we will help our students 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 student's progress: We will support our students' success by regularly checking in with them and our teachers.

[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 students: We will support and reinforce learning at home.

[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 student's education: We know we play a critical role in navigating our student'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 personal attention and necessary support they need to be successful.

[Describe ways families can support learning at home, such as promoting positive use of my student's extracurricular time, making sure that homework is completed, monitoring amount of television their children watch, etc.]

Optional Additional Provisions

These are some ideas of additional 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 achieve the District's high academic standards. 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 the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

School Responsibilities

To help build and develop a partnership with parents to help their students achieve the District's high academic standards, *[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 and Community Advisory Boards.
- 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.