



TITLE I, PART A
Parent & Family
ENGAGEMENT
STATEWIDE INITIATIVE

TITLE I, PART A PARENT & FAMILY ENGAGEMENT SCHOOL - PARENT COMPACT TOOLKIT



Change History

Version	Release Date	Summary of Changes	Affected Page Number(s)
2.0		Added Change History Table	2
		Added explanation of how the CNA & CIP guide the School-Parent Compact	3

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Disclaimer:

These resources are intended solely to provide general information and guidance to Texas LEAs and reflect the Texas Education Agency's current understanding of the topics and applicable federal guidance. The content of this document is subject to change because of further potential information and guidance provided by federal agencies with regulatory oversight of these program(s). This document does not constitute legal advice, and LEAs are, therefore, advised to seek legal counsel regarding the information and guidance provided in this document before acting on such information and guidance.

Overview

A school-parent compact serves as a written commitment that encompasses the collective responsibility of the school, the parent/guardian, and the student in facilitating a child's learning journey. This toolkit has been devised to assist in evaluating a school's adherence to legal obligations concerning compacts.

Under Title I, Part A, each school is mandated to collaboratively develop a school-parent compact in conjunction with parents/guardians whose children are enrolled in Title I, Part A programs. This compact acts as a written agreement that delineates the specific activities parents/guardians, school staff, and students will undertake to jointly assume the responsibility for enhancing student academic achievement. Moreover, it outlines a framework for fostering a partnership between parents/guardians, school staff, and students, aiming to support children in attaining the State's rigorous academic standards.

Viewed both as a requirement for schools receiving Title I, Part A funding and as an opportunity for collaboration, the school-parent compact serves as a conduit for conveying shared goals, expectations, responsibilities, visions, and best practices between teachers and families. By establishing a binding agreement between the school and home, the compact fosters a collaborative environment to work harmoniously towards the betterment of the child.

Required Content

According to of the Every Student Succeeds Act (ESSA), Section 1116(d), the school-parent compact should outline:

- The school's responsibilities:
 - High-quality curriculum & instruction, and
 - A supportive & effective learning environment
 - Opportunities for parents to volunteer in their child's classroom
 - Opportunities for parents to participate, as appropriate, in decisions relating to:
 - The education of their children and
 - The positive use of extracurricular time.
- The parent/guardian's responsibilities:
 - Ways in which they will support their child's learnings,
 - Volunteering in their child's classroom,
 - Participating, as appropriate, in decisions relating to:
 - The education of their children, and
 - Positive use of extracurricular time.
- The student's responsibilities:
 - ESSA, Section 1116 does not specify what the student's responsibilities are. This needs to be determined by campuses via their Comprehensive Needs Assessment (CNA) or other methods.
- Addresses the importance of on-going communication between teachers & parents/guardians, including:
 - Annual Conferences (elementary schools must discuss their school-parent compact),
 - Frequent progress reports,
 - Access to staff, volunteering opportunities, classroom observations, and
 - Regular two-way, meaningful communication (in a language family understands).

The School-Parent Compact can be a component of the Campus Parent and Family Engagement (PFE) Policy, as shown on page 14 of this Toolkit resource.

Checklist

Please use the checklist below as a support tool in helping you create and assess your School-Parent Compact.

Yes	No	Requirement	Documentation
		Does the school have a current year school-parent compact? <u>ESSA, Section 1116(d)</u>	Copy of the current-year school-parent compact
		Is the compact presented in a format and written in a language that parents/guardians/families can understand? (Is it user friendly?) <u>ESSA, Section 1116(b)(1)</u>	<ul style="list-style-type: none"> • Copy of the current year school-parent compact in the format and language parents/guardians/families can understand. • Translation Clause on compact that states how parents/guardians can request translations
		Was the school-parent compact jointly developed with parents/guardians/families? <u>ESSA, Section 1116(d)</u>	<input type="checkbox"/> Invitation to parents/guardians to attend meeting <input type="checkbox"/> Meeting agenda <input type="checkbox"/> Sign-in sheets/roles <input type="checkbox"/> Minutes <input type="checkbox"/> Other:
		Was the school-parent compact distributed to parents/guardians/families? <u>ESSA, Section 1116(b)(1)</u>	How was compact distributed? <input type="checkbox"/> Mailed to parents/guardians <input type="checkbox"/> Given out at and event <input type="checkbox"/> Given out at Parent-Teacher Conferences <input type="checkbox"/> Put in newspaper <input type="checkbox"/> Placed on district/school website <input type="checkbox"/> Sent home with the students <input type="checkbox"/> Put in Student Handbook <input type="checkbox"/> Placed in businesses/places of worship <input type="checkbox"/> Emailed <input type="checkbox"/> Other: How was distribution of compact documented?
		Does the school-parent compact outline how parents/guardians/families, school staff, and students share responsibility for improved student academic achievement? <u>ESSA, Section 1116(d)</u>	Highlight in the compact where it addresses how home and school share responsibility for improved academic achievement.
		Does the school-parent compact outline how the school and parents/guardians/families will build and develop a partnership to help child achieve the State's high standards? <u>ESSA, Section 1116 (d)</u>	Highlight in the compact where it outlines how school will build partnerships to help child achieve the State's high standards.

Yes	No	Requirement	Documentation
		<p>Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards? <u>ESSA, Section 1116(d)(1)</u></p>	<p>Highlight in the compact where it describes the school's high-quality curriculum and instruction.</p>
		<p>Does the compact describe the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards? <u>ESSA, Section 1116 (d)(1)</u></p>	<p>Highlight in the compact where it describes how the school provides a supportive learning environment to meet the State's high achievement standards.</p>
		<p>Does the compact describe the ways in which parents/guardians/families will be responsible for supporting their child's learning, such as: volunteering in the classroom, participating in decision-making, use of extracurricular time? <u>ESSA, Section 1116(d)(1)</u></p>	<p>Highlight in the compact where it describes ways in which parents/guardians will be responsible for supporting their child's learning.</p>
		<p>Does the compact address the importance of communication between teachers and parents/guardians/families on an ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand? <u>ESSA, Section 1116(d)(2)(D)</u></p>	<p>Highlight in the compact where it addresses communication.</p> <p>In what languages was the compact provided?</p> <p>List communication methods</p>
		<p>Does the school conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement? <u>ESSA, Section 1116(d)(2)(A)</u></p>	<p>Documentation:</p> <p><input type="checkbox"/> Sign-in sheets</p> <p><input type="checkbox"/> Agenda where compact is addressed</p> <p><input type="checkbox"/> Confirmation the compact was discussed during the conference.</p> <p><input type="checkbox"/> How were parents/guardians notified about the P-T Conferences?</p> <p><input type="checkbox"/> Flyers</p> <p><input type="checkbox"/> Call tree</p> <p><input type="checkbox"/> Other:</p>

Yes	No	Requirement	Documentation
		<p>Does the school provide frequent reports to families on their child's progress? <u>ESSA, Section 1116(d)(2)(B)</u></p>	<p>What types of reports are provided to parents/guardians about their child's progress?</p> <p>How are the reports given to parents/guardians?</p> <p><input type="checkbox"/> Mailed <input type="checkbox"/> Telephone calls <input type="checkbox"/> Emails <input type="checkbox"/> Home visits <input type="checkbox"/> Take-home folders <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Other</p> <p>Frequency:</p> <p><input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Two times a semester <input type="checkbox"/> Two times a year <input type="checkbox"/> Other:</p>
		<p>Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities? <u>ESSA, Section 1116(d)(2)(C)</u></p>	<p>List types of volunteer opportunities provided:</p> <p><input type="checkbox"/> Sign-in sheets for parent participation (Include name of parent, date, time, and type of activity)</p>
		<p>Does the school involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of the school parent compact (at least annually)? <u>ESSA, Section 1116(c)(3)</u></p>	<p>Is the compact reviewed and revised annually: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>What tools were used to receive parent input?</p> <p><input type="checkbox"/> Invitation to parents/guardians to receive their input <input type="checkbox"/> Surveys <input type="checkbox"/> Interviews <input type="checkbox"/> Focus Groups <input type="checkbox"/> Other</p> <p>Documentation:</p> <p><input type="checkbox"/> Committee lists/roles <input type="checkbox"/> Copy of flyer/invitation <input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in sheets (names/roles) <input type="checkbox"/> Minutes <input type="checkbox"/> Copy of Compact</p>

Compact Evaluation & Plan of Action

This resource can be used with a committee made up of all stakeholders to review, evaluate, and revise the School-Parent Compact. Best practice is to review throughout the year and/or in the spring to prepare the compact for the next school year.

Requirement	Yes No	Current activity/strategy	Measure of Effectiveness	Continue with current practice or new/enhanced activity/strategy
1. Does the school have a current-year school-parent compact? ESSA, Section 1116(d)				
2. Is the compact presented in a format and written in a language that parents/guardians/families can understand? (Is it user friendly?) Is there a translation statement/policy stated? ESSA, Section 1116(b)(1)				
3. Was the school-parent compact jointly developed with parents/guardians/families? <i>Invitation to parents/guardians/families to attend meeting? Agenda for meeting? Sign-in sheet for meeting including name and title/position? Minutes of meeting?</i> ESSA, Section 1116(d)				
4. Was the school-parent compact distributed to parents/guardians/families? (Not all listed below are required, but identify and document how the compact was distributed.) <i>Student Handbook? School or district website? Direct mail? E-mail? Placed in newspaper? Provided at student registration? Provided and explained at "back to school" event? Discussed at parent-teacher conference? Other?</i> ESSA, Section 1116(b)(1)				
5. Does the school-parent compact outline how parents/guardians/families, school staff, and students share responsibility for improved student academic achievement? ESSA, Section 1116(d)				
6. Does the school-parent compact outline how the school and parents/guardians/families will build and develop a partnership to help children achieve the State's high standards? ESSA, Section 1116(d)				

Requirement	Yes No	Current activity/strategy	Measure of Effectiveness	Continue with current practice or new/enhanced activity/strategy
<p>7. Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards? <u>ESSA, Section 1116(d)(1)</u></p>				
<p>8. Does the compact describe the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards? <u>ESSA, Section 1116(d)(1)</u></p>				
<p>9. Does the compact describe the ways in which parents/guardians/families will be responsible for supporting their child's learning; such as: volunteering in the classroom, participating in decision-making, use of extracurricular time? <u>ESSA, Section 1116(d)(1)</u></p>				
<p>10. Does the compact address the importance of communication between teachers and parents/guardians/families on an ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand? <u>ESSA, Section 1116(d)(2)(D)</u></p>				
<p>11. Does the school conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement? <i>Sign-in sheets for parent-teacher conference, with confirmation the compact was discussed during the conference?</i> <u>ESSA, Section 1116(d)(2)(A)</u></p>				
<p>12. Does the school provide frequent reports to families on their child's progress? <i>What types of reports? How frequently? Telephone logs? E-mail history? Home visits? Other?</i> <u>ESSA, Section 1116(d)(2)(B)</u></p>				

Requirement	Yes No	Current activity/strategy	Measure of Effectiveness	Continue with current practice or new/enhanced activity/strategy
<p>13. Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities? <i>Sign-in sheets for parent participation, including name of parent, date and time, and type of activity</i> ESSA, Section 1116(d)(2)(C)</p>				
<p>14. Does the school involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of the school parent compact (at least annually)? <i>What tools were used to receive parent input? (surveys, interviews, etc.) Invitation to parents/guardians to review the findings? Agenda of meetings? Sign-in sheet for meeting including name and title/position? Minutes of meeting? Final product, a school-parent compact?</i> ESSA, Section 1116(c)(3)</p>				

Sample School-Parent Compact

This document serves as an example only.

STUDENTS

- Be open and honest when needing help regarding learning.
- Act appropriately and do not disrupt the learning environment.
- Strive to grow.
- Hold a growth mindset.
- Be team oriented.

COMMUNICATION ABOUT LEARNING

- Parent-Teacher Conferences.
- Monthly parent meetings, trainings and activities offered at different times on different days.
- Progress reports every three weeks.
- Weekly positive phone calls.
- Methods of communication include:
 - Google Voice
 - Email
 - Call-out system
 - Website
 - Google Classroom

**Students, Teachers,
Parents/guardians – Working
Together for Success!**

IN THE CLASSROOM

- Provide high-quality curriculum and instruction focused on differentiation for the growth of every student.
- A supportive and effective learning environment where guardians and families feel welcome, supported, and valued.
- A plethora of opportunities for guardians and families to volunteer in the school and classrooms.
- Opportunities for guardians and families to participate in the decisions regarding the education and use of extracurricular time for their children.
- Hold an open mindset.
- Be team oriented.

At Home

- Support their child's learning at home through dialog, homework, and setting a positive example.
- Volunteering in the school and classroom when able.
- Participate in parent meetings where decisions regarding the education and use of extracurricular time will be discussed.
- Participate in parent meetings and trainings/activities when able.
- Hold an open mindset.
- Be team oriented.

OUR GOALS FOR STUDENT ACHIEVEMENT

DISTRICT Goals

Enhance district-wide parent involvement.

Strengthen communication between the district and parents/guardians.

Foster collaborative family-district partnerships.

Provide district-wide parent education and support.

SCHOOL Goals

Increase parent involvement in their child's education.

Establish effective communication channels between the school and parents/guardians.

Foster strong family-school partnerships for shared responsibility.

Provide parent education and support to enhance their involvement in their child's education.

WHAT IS A SCHOOL-PARENT COMPACT?

A school-parent compact serves as a conduit for conveying shared goals, expectations, responsibilities, visions, and best practices between teachers and families. By establishing a binding agreement between the school and home, the compact fosters a collaborative environment to work harmoniously towards the betterment of each child.

JOINTLY DEVELOPED WITH PARENTS/GUARDIANS

The school-parent compact was developed through collaborative efforts among parents/guardians, students, and staff. Teachers actively engaged with their subject area teams to devise practical strategies for parents/guardians to implement at home. Valuable feedback from parents/guardians regarding their needs in supporting their students was provided. Additionally, students contributed their ideas as well which were incorporated into the compact.

To ensure its effectiveness, annual meetings are conducted to assess and modify the compact based on the school's academic achievement goals and the evolving needs of the students. Parents/guardians are encouraged to offer feedback on the compact throughout the school year, with all input being collected and reviewed during the yearly revision meeting with parents/guardians. For more information on the school-parent compact, please feel free to contact us at 123-456-7890 or visit our website at www.exampleschool.edu.

ACTIVITIES TO BUILD PARTNERSHIPS

At Example School, we continuously organize various events and programs, ensuring that parents/guardians and students have ample opportunities to connect with our staff. Please refer to the school website or the PFE Policy for more information. A few of these events are:

- 8/21: Back-to-School Day at the Park
- 9/18 & 9/20: Understanding Reading & Writing Standards
- 9/29 & 9/29: School Tour & Family Lunch
- 9/27-10/8: Parent-Teacher Conferences (all grade levels; can be conducted in person or virtual)
- 10/9 & 10/12: Understanding Math & Science Standards
- 10/30: Halloween Carnival
- 11/27 & 11/29: Understanding Social Studies & Elective Standards
- 11/18: National Parent Involvement Day
- 12/11 & 12/13: Understanding State & Local Assessments
- 12/18: Guest Speaker: Jane Doe- local author of the book Example Book
- January – May Trainings/Events will be announced via callout, email and on the website ASAP

Student Goals:

2 of my goals for this year are:

To achieve these goals, I need:

EXAMPLE SCHOOL SCHOOL-PARENT COMPACT

YEAR

REVISION DATE

SCHOOL LOGO

School Website:

www.exampleschool.edu

School Telephone: (123)456-7890

Para traducciones, llame al (123)456-7890.

Example Template

STUDENTS

**Students, Teachers,
Parents/guardians – Working
Together for Success!**

IN THE CLASSROOM

At Home

OUR GOALS FOR STUDENT ACIEVEMENT

DISTRICT Goals

SCHOOL Goals

**WHAT IS A SCHOOL-PARENT
COMPACT?**

**JOINTLY DEVELOPED WITH
PARENTS/GUARDIANS**

**ACTIVITIES TO BUILD
PARTNERSHIPS**

**COMMUNICATION ABOUT
LEARNING**

SCHOOL-PARENT COMPACT

**School Year:
School Website:
School Telephone:**

School-Parent Compact as a Component of the School PFE Policy

ESSA 1116 (d) states, “As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents... a school-parent compact...” Below is a sample School PFE Policy with the School-Parent Compact as a component. This document serves as a sample only.

Example School Parent Policy

This document is intended for ESSA, Section 1116 training purposes ONLY.

LEAs & Schools must ensure they meet the needs of their community.

2023-2024 Parent & Family Engagement (PFE) Program	
What is it?	Example School is committed to our vision: Every student matters and serves a purpose. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.
Funding	Title I funds will be allocated for the implementation of the parent and family engagement program. Such programs, activities and procedures will be planned and implemented with meaningful consultation with parents of participating children. Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved for PFE activities are allotted for parental involvement activities.
Review	Example School will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I, Part A programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the campus’s schoolwide program plan. The LEA’s and campus’s Title I, Part A programs are subject to audit by the Texas Education Agency to ensure that Title I, Part A program requirements are being met.
Family Meetings	<p>Parent Meetings offer a time for the school and family to communicate necessary information. These meetings will always take place in the cafeteria. You can enter through the main entrance facing Example Street. The information is the same for both coordinating meetings and will be offered both in person as well as virtually via Facebook Live. Different meeting times are offered for family convenience.</p> <ul style="list-style-type: none"> ➤ The Annual Title I meeting will take place on the following dates and times: <ul style="list-style-type: none"> • Saturday, August 14th at 9:00 a.m. • Monday, August 16th at 6:00 p.m. ➤ The first Friday of each month at 6:00 p.m. (9/3, 10/1, 11/5, 12/3, 1/7, 2/4, 3/4, 4/1, 5/6) ➤ The first Saturday of each month at 9:00 a.m. (9/4, 10/2, 11/6, 12/4, 1/8, 2/5, 3/5, 4/2, 5/7)
How to be involved	<ul style="list-style-type: none"> ➤ Become a member of the Guardian Engagement Committee (GEC) by filling out the application here: (LINK TO GOOGLE FORM) ➤ Attend the meeting above and the family trainings/activities below ➤ Talk to your child’s teacher about how to help/volunteer in the classroom via their Google Voice number or their email. ➤ If you do not know your child’s teacher’s Google voice number or their email, contact the principal at (111)111-1111 or greatprincipal@exampleschool.net.
Family Trainings/Activities	Family trainings are an opportunity for family members to learn new knowledge and skills from other parents, community members, and educators. The schedule and locations listed below

are subject to change. Any changes made will be communicated via the call out system, emails, and on our school website.

- Back-to-School Day at the Park
 - Date & Time: Saturday, August 21st at 6:00 p.m.
 - Location: Example Park on Example Street
 - Other info: Burgers and hot dogs will be served by Example Café (Donations accepted, but not required)
- Understanding Reading & Writing Standards
 - Dates & Times:
 - Saturday, September 18th at 9:00 a.m.
 - Monday, September 20th at 6:00 p.m.
 - Location: Example School Library (enter west door facing Main Street)
 - Other info: Pizza will be served by Example Church (Donations accepted, but not required)
- School Tour & Family Lunch
 - Dates & Times:
 - Tuesday, September 28th during your child's lunch time
 - Wednesday, September 29th during your child's lunch time
 - Location: Example School Cafeteria (enter main door facing Example Street)
 - Other info: On your way in, pay attention to the signs you pass throughout the school. We would like your feedback on how to make our school warm and welcoming to guests.
- Parent-Teacher Conferences (all grade levels; can be conducted in person or virtual)
 - Dates & Times: You will sign up for a time with our child's teacher sometime between September 27th and October 8th
 - Location: Example School meeting rooms (Enter through main door)
 - Other info: Snacks provided by PTA
- Understanding Math & Science Standards
 - Dates & Times:
 - Saturday, October 9th at 9:00 a.m.
 - Tuesday, October 12th at 6:00 p.m.
 - Location: Example School Library
 - Other info: Spaghetti will be provided by Example Restaurant
- Halloween Carnival
 - Dates & Times:
 - Saturday, October 30th at 7:00 p.m.
 - Sunday, October 31st at 7:00 p.m.
 - Location: Example School library, classrooms, gym, auditorium, and hallways
 - Other info: Come dressed in your favorite costume
- Understanding Social Studies & Elective Standards
 - Dates & Times:
 - Saturday, November 27th at 9:00 a.m.
 - Monday, November 29th at 6:00 p.m.
 - Location: Example School Library
 - Other info: Burritos provided by Example Taqueria
- National Parent Involvement Day
 - Dates & Times: Thursday, November 18th at 6:30 p.m.
 - Location: Example School Parking Lot
 - Other info: We would like to honor your involvement in your child's life and education with food trucks!
- Understanding State & Local Assessments
 - Dates & Times:

	<ul style="list-style-type: none"> ▪ Saturday, December 11th at 9:00 a.m. ▪ Sunday, December 13th at 7:00 p.m. ○ Location: Example School library ○ Other info: Bring a laptop if you have one; if not, one will be provided ➤ Guest Speaker: Jane Doe- local author of the book <i>Example Book</i> <ul style="list-style-type: none"> ○ Dates & Times: Saturday, December 18th at 10:00 a.m. ○ Location: Example School library ○ Other info: Books for sale & for autograph ➤ January – May Trainings/Events will be announced via callout, email and on the website ASAP 			
Curriculum	<p>Example School utilizes the following curriculums. More information is available upon request. Please contact John Doe via email to set up a meeting time. johndoe@exampleschool.net</p> <ul style="list-style-type: none"> ➤ TEKS Resource System ➤ Lead4Ward ➤ McGraw-Hill Education ➤ Istation ➤ Reflex ➤ TexQuest 			
Forms of Academic Assessments	<p>Example School has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via the same assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released which are utilized for assessment and instruction in addition to other curriculums.</p>			
Expected Achievement levels on academic assessments	<p>The State’s Performance Standards can be found on this website: https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards Example School tracks each child’s growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.</p>			
Ways to Request regular meetings	<p>Guardians can bring any suggestions, ideas, or concerns to the monthly parent meetings listed above. However, if they need to meet with the administrators or their child’s teacher at another time, they can email that individual person, or fill out this Google Form below to set up a time to meet. We welcome any ideas, feedback, and concerns as we want our school to be a place where everyone feels safe and welcome. (LINK TO GOOGLE FORM)</p>			
School-Parent Compact	<p>The School’s Responsibilities</p> <ul style="list-style-type: none"> ➤ Provide high-quality curriculum and instruction focused on differentiation for the growth of every student. ➤ A supportive and effective learning environment where guardians and families feel welcome, supported, and valued. 	<p>The Guardian’s Responsibilities</p> <ul style="list-style-type: none"> ➤ Support their child’s learning at home through dialog, homework, and setting a positive example. ➤ Volunteering in the school and classroom when able. ➤ Participate in parent meetings where decisions regarding the education and use of extracurricular 	<p>The Student’s Responsibilities</p> <ul style="list-style-type: none"> ➤ Be open and honest when needing help regarding learning. ➤ Act appropriately and do not disrupt the learning environment. ➤ Strive to grow. ➤ Hold a growth mindset. ➤ Be team oriented. 	<p>On-Going Communication</p> <ul style="list-style-type: none"> ➤ Parent-Teacher Conferences. ➤ Monthly parent meetings, trainings and activities offered at different times on different days. ➤ Progress reports every three weeks. ➤ Weekly positive phone calls. ➤ Methods of communication include: <ul style="list-style-type: none"> ○ Google Voice ○ Email ○ Call-out system

	<ul style="list-style-type: none"> ➤ A plethora of opportunities for guardians and families to volunteer in the school and classrooms. ➤ Opportunities for guardians and families to participate in the decisions regarding the education and use of extracurricular time for their children. ➤ Hold an open mindset. ➤ Be team oriented. 	<p>time will be discussed.</p> <ul style="list-style-type: none"> ➤ Participate in parent meetings and trainings/activities when able. ➤ Hold an open mindset. ➤ Be team oriented. 		<ul style="list-style-type: none"> ○ Website ○ Google Classroom
<p>*Nếu bạn cần dịch vụ dịch thuật, vui lòng gọi (111)111-1111 hoặc gửi email tới greatprincipal@example.school.net</p>				

SAMPLE

Ejemplo De La Póliza De Padres De La Escuela

Este documento está destinado ÚNICAMENTE a fines de capacitación de ESSA 1116.

2023-2024 Programa de Participación de Padres y Familias (PFE)	
¿Qué es?	Escuela de Ejemplo está comprometida con nuestra visión: cada estudiante es importante y tiene un propósito. Nos esforzamos por brindar una educación de alta calidad individualizada para cada estudiante mediante el desarrollo y el mantenimiento de relaciones con las familias y la comunidad. Una forma en que continuamos haciendo esto es participando en el Programa Estatal Título I, Parte A. Este programa proporciona fondos para las escuelas de bajo nivel socioeconómico. A cambio, prometemos cumplir con las expectativas establecidas para nosotros por la Agencia de Educación de Texas y el Departamento de Educación de los Estados Unidos.
Fondos	Los fondos del Título I se asignarán para la implementación del programa de participación de padres y familias. Dichos programas, actividades y procedimientos se planificarán e implementarán con una consulta significativa con los padres de los niños participantes.
Revisar	La Agencia de Educación de Texas puede revisar todo uso de fondos y actividades previa solicitud para garantizar que cumplan con las necesidades del Programa PFE.
Reuniones de Familias	<ul style="list-style-type: none"> ➤ Las reuniones de padres ofrecen un tiempo para que la escuela y la familia comuniquen la información necesaria. Estas reuniones se realizarán siempre en la cafetería. Puede ingresar por la entrada principal que da a la Calle Ejemplo. La información es la misma para ambas reuniones de coordinación y se ofrecerá tanto de forma presencial como virtual a través de Facebook Live. Se ofrecen diferentes horarios de reunión para la comodidad de la familia. ➤ La Reunión Anual de Título I se llevará a cabo en las siguientes fechas y horarios: <ul style="list-style-type: none"> • sábado 14 de agosto a las 9:00 a. m. • lunes 16 de agosto a las 6:00 p.m. ➤ El primer viernes de cada mes a las 6:00 p.m. (9/3, 10/1, 11/5, 12/3, 1/7, 2/4, 3/4, 4/1, 5/6) ➤ El primer sábado de cada mes a las 9:00 a.m. (9/4, 10/2, 11/6, 12/4, 1/8, 2/5, 3/5, 4/2, 5/7)
Cómo Participar	<ul style="list-style-type: none"> ➤ Hágase miembro del Comité de Participación de Guardianes (CPG) completando la solicitud aquí: (ENLACE AL FORMULARIO DE GOOGLE) ➤ Asistir a la reunión anterior y a las capacitaciones/actividades familiares a continuación ➤ Hable con el maestro de su hijo sobre cómo ayudar/ser voluntario en el salón de clases a través de su número de Google Voz o su correo electrónico. ➤ Si no conoce el número del Voz de Google del maestro de su hijo o su correo electrónico, comuníquese con el director al (111) 111-1111 o greatprincipal@example.school.net.
Entrenamientos/Actividad es Para Familias	<ul style="list-style-type: none"> ➤ Entrenamientos familiares son oportunidades para que los miembros de la familia vengan a aprender nuevos conocimientos y habilidades de otros padres, miembros de la comunidad y educadores. El horario y las ubicaciones enumeradas a continuación están sujetos a cambios. Cualquier cambio realizado se comunicará a través del sistema de llamadas, correos electrónicos y en el sitio web de nuestra escuela. ➤ Día de Regreso a Clases en el Parque <ul style="list-style-type: none"> ○ Fecha y hora: sábado 21 de agosto a las 6:00 p.m. ○ Ubicación: Parque Ejemplo en Calle Ejemplo

- Otra información: Ejemplo Café servirá hamburguesas y perritos calientes (se aceptan donaciones, pero no se requieren)
- Comprender los Estándares de Lectura y Escritura
 - Fechas y horarios:
 - sábado 18 de septiembre a las 9:00 a.m.
 - lunes 20 de septiembre a las 6: p.m.
 - Ubicación: Biblioteca de la Escuela de Ejemplo (ingrese por la puerta oeste que da a Main Street)
 - Otra información: La pizza será servida por Iglesia Ejemplo (se aceptan donaciones, pero no se requieren)
- Visitar la Escuela y Almuerzo Con la Familia
 - Fechas y horarios:
 - martes 28 de septiembre durante la hora del almuerzo de su hijo
 - miércoles 29 de septiembre durante la hora del almuerzo de su hijo
 - Ubicación: Cafetería de la Escuela de Ejemplo (entre por la puerta principal que da a la Calle de Ejemplo)
 - Otra información: Al entrar, preste atención a las señales que pasa por toda la escuela. Nos gustaría conocer sus comentarios sobre cómo hacer que nuestra escuela sea cálida y dando la bienvenida a los invitados.
- Conferencias de Padres y Maestros (todos los niveles de grado; se pueden realizar en persona o virtualmente)
 - Fechas y horarios: se inscribirá para una cita con el maestro de su hijo en algún momento entre el 27 de septiembre y el 8 de octubre.
 - Ubicación: Ejemplo de Salas de Reuniones de la escuela (entre por la puerta principal)
 - Otra información: Bocadillos proporcionados por el PTA
- Comprender los Estándares de Matemáticas y Ciencias
 - Fechas y horarios:
 - sábado 9 de octubre a las 9:00 a.m.
 - martes 12 de octubre a las 6:00 p.m.
 - Ubicación: Biblioteca de la Escuela de Ejemplo
 - Otra información: Espaguetis serán proporcionados por Ejemplo de Restaurante
- Carnaval de Halloween
 - Fechas y horarios:
 - sábado 30 de octubre a las 7:00 p.m.
 - domingo 31 de octubre a las 7:00 p.m.
 - Ubicación: Biblioteca de la Escuela de Ejemplo, aulas, gimnasio, auditorio y pasillos
 - Otra información: Ven vestido con tu disfracé favorito
- Comprensión de Estudios Sociales y Estándares Electivos
 - Fechas y horarios:
 - sábado 27 de noviembre a las 9:00 a.m.
 - lunes, 29 de noviembre a las 6:00 p.m.
 - Ubicación: Biblioteca de la Escuela de Ejemplo
 - Otra información: Burritos proporcionados por Taquería de Ejemplo
- Día Nacional de Participación de los Padres
 - Fechas y horarios: jueves 18 de noviembre a las 6:30 p.m.
 - Ubicación: Estacionamiento de la Escuela de Ejemplo

	<ul style="list-style-type: none"> ○ Otra información: ¡Nos gustaría honrar su participación en la vida y educación de su hijo con camiones de comida! ➤ Comprender las Evaluaciones Estatales y Locales <ul style="list-style-type: none"> ○ Fechas y horarios: <ul style="list-style-type: none"> ▪ sábado 11 de diciembre a las 9:00 a.m. ▪ domingo, 13 de diciembre a las 7:00 p.m. ○ Ubicación: Biblioteca de la Escuela de Ejemplo ○ Otra información: Traiga una computadora portátil si tiene una; si no, se proporcionará uno ➤ Oradora invitada: Jane Doe, autora local del libro <i>Ejemplo de libro</i> <ul style="list-style-type: none"> ○ Fechas y horarios: sábado 18 de diciembre a las 10:00 a.m. ○ Ubicación: Biblioteca de la Escuela de Ejemplo ○ Otra información: Libros en venta y para autógrafos ➤ enero - mayo Los entrenamientos/Eventos se anunciarán a través de llamadas, correos electrónicos y en el sitio web lo más antes posible 			
Plan de Estudios	<p>La Escuela de Ejemplo utiliza los siguientes currículos. Más información está disponible a petición. Comuníquese con John Doe por correo electrónico para programar una reunión. johndoe@example.school.net</p> <ul style="list-style-type: none"> ➤ Sistema de recursos TEKS ➤ Lead4Ward ➤ McGraw-Hill Education ➤ Istation ➤ Reflex ➤ TexQuest 			
Formas de Evaluaciones Académicas	<p>La Escuela de Ejemplo tiene evaluaciones formativas comunes que todos los maestros dan. No importa el maestro, cada niño es evaluado a través de la misma evaluación proporcionada por el Sistema de Recursos TEKS que modela cada evaluación después de las Evaluaciones de Preparación Académica del Estado de Texas o la prueba STAAR. Se publican pruebas STAAR anteriores que se utilizan para evaluación e instrucción además de otros planes de estudio.</p>			
Niveles de Logro Esperado en las evaluaciones académicas	<p>Los Estándares de Desempeño del Estado se pueden encontrar en este sitio web: https://tea.texas.gov/student-assessment/testing/taar/taar-performance-standards</p> <p>La Escuela de Ejemplo realiza seguimiento el crecimiento de cada niño a lo largo del año a través de evaluaciones locales (mencionadas anteriormente). Cada niño tiene una carpeta donde el maestro les ayuda a seguir su propio crecimiento en el aprendizaje.</p>			
Formas de solicitar reuniones periódicas	<p>Los Guardianas/Guardianes pueden aportar cualquier sugerencia, idea o inquietud a las reuniones mensuales de padres mencionadas anteriormente. Sin embargo, si necesitan reunirse con los administradores o el maestro de su hijo en otro momento, pueden enviar un correo electrónico a esa persona individual o completar este formulario de Google a continuación y programaremos una hora para reunirnos. Damos la bienvenida a cualquier idea, comentario o inquietud, ya que queremos que nuestra escuela sea un lugar donde todos se sientan seguros y bienvenidos. (ENLACE AL FORMULARIO DE GOOGLE)</p>			
Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua
	<ul style="list-style-type: none"> ➤ Proporcionar un currículo e instrucción de alta calidad enfocados en 	<ul style="list-style-type: none"> ➤ Apoyar el aprendizaje de sus hijos en casa a través del diálogo, la tarea y dando un ejemplo positivo. 	<ul style="list-style-type: none"> ➤ Sea abierto y honesto cuando necesite ayuda con respecto al aprendizaje. 	<ul style="list-style-type: none"> ➤ Conferencias de padres y maestros ➤ Reuniones mensuales para padres,

	<p>la diferencia para el crecimiento de cada estudiante.</p> <ul style="list-style-type: none"> ➤ Un entorno de aprendizaje eficaz y de apoyo donde los guardianes y las familias se sientan bienvenidos, apoyados y valorados. ➤ Una plétora de oportunidades para que los guardianes y las familias se ofrezcan como voluntarios en la escuela y las aulas ➤ Oportunidad es flexibles para que los guardianes y las familias participen en las decisiones sobre la educación y el uso del tiempo extracurricular para sus hijos. ➤ Tener una mentalidad abierta ➤ Estar orientada/o para ser parte del equipo 	<ul style="list-style-type: none"> ➤ Ser voluntario en la escuela y el salón de clases cuando sea posible. ➤ Participar en las reuniones de padres donde se discutirán las decisiones sobre la educación y el uso del tiempo extracurricular. ➤ Participar en reuniones de padres y capacitaciones/actividad es cuando pueda. ➤ Tener una mentalidad abierta ➤ Estar orientada/o para ser parte del equipo 	<ul style="list-style-type: none"> ➤ Actuar apropiadamente para no perturbar el ambiente de aprendizaje. ➤ Esforzarse por crecer. ➤ Tener una mentalidad abierta ➤ Estar orientada/o para ser parte del equipo 	<p>capacitaciones y actividades ofrecidas en diferentes horarios en diferentes días.</p> <ul style="list-style-type: none"> ➤ Informes de progreso cada 3 semanas. ➤ Llamadas telefónicas positivas semanales ➤ Los métodos de comunicación incluyen: <ul style="list-style-type: none"> ○ Google Voz ○ Correo electrónico ○ Sistema de llamadas ○ Sitio Web ○ Aula de Google
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*Nếu bạn cần dịch vụ dịch thuật, vui lòng gọi (111)111-1111 hoặc gửi email tới greatprincipal@exampleschool.net

Guide to a Quality School-Parent Compact

Schools may use this guide to identify and match the requirements for their school-parent compact with the sample school-parent compact on previous pages 10-11.

	Does the School-Parent Compact:	Reference	To make the compact more effective:
Role of the School	Clearly explain school academic goals. (It is recommended to identify 1-2 school goals of highest academic need & fundamental academic focus areas).	1116(d)	<ul style="list-style-type: none"> Link actions in the compact to goals in the improvement plan. Use achievement data to set specific goals. Talk with teachers to specify the most fundamental academic focus areas.
	Describe ways that the school will provide parents/guardians with strategies/activities to assist their child with the high-quality curriculum & instruction.	1116(d) 1116(d)(1)	<ul style="list-style-type: none"> Describe how teachers will help parents/guardians understand what children are learning in class. Specify how teachers will support parent participation in learning activities.
	Provide information & actions specific to each grade level, tied to the improvement plan.	Best practice	Include high-impact actions for each grade level, designed by grade-level teams with parents/guardians.
Role of the Parent	Describe specific ways parents/guardians will be responsible for supporting their children's learning.	1116(d)	Connect activities for students to what they are learning in class.
	Provide information & actions specific to each grade level, tied to the improvement plan.	Best practice	Include high-impact actions for each grade level, designed by grade-level teams with parents/guardians, after asking students for input.
Role of the Student	Describe specific ways students will be responsible for learning.	1116(d)	Connect activities for students to what they are learning in class.
	Provide information & actions specific to each grade level, tied to the improvement plan.	Best practice	Include high-impact actions for each grade level, designed by grade-level teams with parents/guardians, after asking students for input.
	Describe school activities to build partnership with parents/guardians, including chances for parents/guardians to volunteer, take part in, & observe classroom activities, & communicate with teachers.	1116(d) 1116(d)(2)	<ul style="list-style-type: none"> Provide both parents/guardians & teachers opportunities to develop skills to work together. Offer activities based on identified parent needs. Offer meetings at different times & days.
Jointly Developed	Describe how parents/guardians are involved in developing & revising compact.	1116(d) 1116(f)	<ul style="list-style-type: none"> Provide resources to cover costs for parents/guardians to take part, such as childcare & transportation. Give specifics about how parents/guardians are involved. Schedule meetings at accessible locations & at different days & times.
Communication About Student Progress	Describe several methods for regular teacher-parent communication so that parents/guardians are kept up to date on their students' progress & get regular tips on home- learning.	1116(d)(2) (A-B)	<ul style="list-style-type: none"> Include parent-teacher conferences at least once a year, at which the compact will be discussed (only required in elementary). Include follow-up steps to support parents/guardians & students. Consult with parents/guardians on communication strategies that work best for them.
	Ensure that the language & format are appropriate & family friendly.	1116(e)(5) 1116(f)	<ul style="list-style-type: none"> Work with parents/guardians to identify & eliminate jargon & negative/condescending language. Engage parents/guardians/staff with design skills to create an innovative & eye-appealing compact. Translate the compact & other communications into a language parents/guardians understand. Sometimes oral translation needs to be provided through a competent interpreter.

Sign-in Sheet Template

District/Campus

Date

Printed Name	Role	Contact Info (phone or email)	Printed Student Name	Grade Level/Teacher

Meeting Minutes Form Template

School District: _____

Campus: _____

Date: _____

Time: _____

Location: _____

Person recording minutes: _____

Minutes: _____

Parent Suggestions/Responses: _____

Name of Interpreter (if present): _____

Signature of Presenter: _____

Date: _____

Evaluation Process Summary



1. **Review:** *A strong family engagement plan consists of thoughtful, culturally responsive, and equity-centered strategies that are grounded in feedback from both caregivers and educators.*
 - At the beginning of the school year, it is best practice to set up a parent advisory board to help with organizing, planning, reviewing, and improving parent and family engagement (PFE) programs and documents [ESSA, Section 1116(a)(2)(F)]. If you evaluated the program and documents the previous year, use that data to revise the program for the new year. If you did not evaluate the program last year, discuss ways to evaluate it as soon as possible — by the end of September would be best. Including all stakeholders will bring higher success and is required by law [ESSA, Section 1116(a)(3)(D)(i and iv)]. Therefore, a parent advisory board could include but is not limited to:
 - Educators,
 - Parents/Guardians,
 - City entities such as the public library, fire department, police department, etc.,
 - Local specialty businesses such as dairies, factories, mills, etc., and/or
 - Local eateries and shops.
 - Review the needs of parents, the barriers of further involvement as well as strategies to support successful school and family interactions [ESSA, Section 1116(a)(2)(D)(i-iii)]. Determine the demographics of your community and use these findings to design evidence-based strategies for more effective parental involvement, as well as revisions needed in the PFE policy and/or school-parent compact. It is best practice to create SMART goals for the school year. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.
2. **Plan & Update:** *The planning process is critical! Policies, compacts, and programs that are planned well are more likely to succeed.*
 - Conduct the annual meeting in the fall with at least two attendance options. Be sure these two options are on different days and different times of day in order to maximize attendance of parents. Parents of all participating children must be invited and encouraged to attend. Their feedback should also be collected. If a parent does not attend one of the meetings, reach out to

them, provide the information, see if they have any questions, and listen to their thoughts. Be sure to keep documentation such as sign in sheets, flyers, emails, posts to websites, agendas, meeting minutes, etc. **[ESSA, Section 1116(c)(1-2)]**.

- Planning ways to overcome barriers such as family efficacy, school climate and culture, language, funding, time, technology, and space will help the program run smoothly by being proactive. Plan ways to make parent attendance feasible such as possibly providing transportation or childcare **[ESSA, Section 1116(a)(2)(D)(i-iii) & (c)(2)]**.
- Involve parents in the planning of all Title I, Part A activities and meetings throughout the year **[ESSA, Section 1116(a)(1)]**. Be sure to provide timely information about PFE events, a description and explanation of the curriculum in use at the school, the types of academic assessments used, and the achievement levels of the STAAR test. If a parent wants to meet at any point during the school year, be sure to set up a meeting as soon as possible **[ESSA, Section 1116(c)(4)(A-C)]**. To build capacity for involvement, the LEA and campus must:
 - Aid parents in understanding assessments, the requirements of those assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children,
 - Provide materials and training to help parents work with their children to improve their achievement, such as literacy training and using technology,
 - Educate teachers, personnel, principals, school leaders, and other staff on the value and utility of parent contributions. This includes how to reach out to them, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the schools (Parents should assist in this training),
 - Coordinate and integrate PFE programs and activities with other programs,
 - Ensure that information related to PFE is sent to parents and children in a format and language the parents can utilize and understand, and
 - Provide other support as requested from parents **[ESSA, Section 1116(e)(1-5 & 14)]**.

3. **Deliver:** *Although some parents may want to be involved in projects or committees, they may lack the time, resources, or social capital to engage.*

- Hold each of the activities and meetings mentioned above throughout the year.
- Be sure to keep documentation such as sign in sheets, flyers, emails, posts to websites, agendas, meeting minutes, etc.
- Best practices also involve:
 - Training parents in the development of training for educators and other parents,
 - Paying reasonable and necessary expenses associated with PFE activities, such as transportation and childcare costs, so parents can attend meetings and trainings,
 - Adopt and implement model approaches from other schools (the PFE statewide initiative holds virtual best practices expos for free throughout the school year), and
 - Developing appropriate roles in PFE activities for community-based organizations and businesses **[ESSA, Section 1116(e)(6-13)]**.

4. **Compile Feedback:** *Conducting... family surveys is one way to collect robust data that can elevate family voices and experiences.*

- At the end of each PFE event, have participants fill out evaluations to collect both qualitative and quantitative feedback. Adjust the following events, as well as the PFE policy and school-parent compact as needed.
- Investigate into why other parents did not attend by following up with phone calls, emails, and/or home visits. Ask them what the school can do to ensure effective parent involvement. Remember our goal is to get EVERY parent engaged.

- Then after the campus's final planned PFE event, conduct a final evaluation of the entire program, the LEA and campus PFE policies, and the school-parent compact. Be sure to address and evaluate:
 - Barriers to greater participation by parents,
 - The needs of parents and family members, and
 - The strategies used to support successful school and family interactions **[ESSA, Section 1116(a)(2)(D)(i-iii)]**.
 - Be sure the evaluation is available in a format and language all stakeholders can utilize and understand **[ESSA, Section 1116(b)(1)]**.
5. **Analyze Data:** *Evaluating parent and family engagement can be a complicated effort... Leaders face two key questions, "How should we define parent and family engagement?" and "Using that definition, how can we measure parent and family engagement?"*
- A best practice is to get the parent advisory board together to analyze the data for all events, as well as the overall program and documents.
 - Create SMART goals for next year's program, events, and documents.
 - If any member of the parent advisory board is not present, be sure to reach out to them and get their feedback.
 - Be sure to keep documentation such as sign in sheets, flyers, emails, posts to websites, agendas, meeting minutes, etc.
6. **Report & Strategize:** *Community collaboration contributes to family engagement.*
- Use the findings of all event evaluations and the overall program evaluation to design strategies to be used for events next year as well as to revise, as needed, the LEA and campus PFE policies and school-parent compact **[ESSA, Section 1116(a)(2)(E)]**.
 - Report the findings to the committees that are charged with updating the CIP and/or DIP, so that they can be considered during the revisions to those plans.

FAQ

For Frequently Asked Questions, please refer to TEA's Title I, Part A FAQ document. This document can be accessed at the following link: <https://tea.texas.gov/sites/default/files/T1AFAQ.pdf>



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