



Cameron Dual Language Magnet Elementary

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Where students and language are taken to new heights... Llevando a los estudiantes y el lenguaje a nuevas alturas...

2026-2027 Parent and Family Engagement Policy & School-Parent Compact

What is it?	At Cameron Dual Language Elementary, we recognize that our leaders of tomorrow must possess the skills needed to be successful: they must be innovative problem solvers, self-reliant, literate, and able to understand and respect one another and our differences. Our goal is to promote a strong school-home-community partnership that helps every student succeed. Administrators, teachers, staff, parents/families, and students share responsibility for improved student academic achievement. Parents and families are valued as equal partners in their children's education and will be meaningfully involved in the development, review, revision, and agreement of this Parent and Family Engagement Policy and School-Parent Compact. Together, we will build a partnership that supports students in meeting Texas academic standards.
Funding	Title I funds will be used to support Cameron's parent and family engagement program. Programs, activities, resources, and procedures funded through Title I will be planned and implemented with meaningful consultation and input from parents and families of participating students. Parent feedback will be considered when determining family engagement needs and the most effective use of available funds.
Review	Cameron will review and evaluate the Parent and Family Engagement Policy, School-Parent Compact, family engagement activities, and use of Title I parent and family engagement funds at least annually. Parents and families will be invited to provide input through surveys, meetings, and other feedback opportunities. The results will be used to identify barriers to participation, determine family needs, and revise the policy, compact, and activities as necessary. Documentation of parent input and participation will be maintained as required.
Communication of Policy	Cameron Dual Language Elementary will involve parents and families in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, the Parent and Family Engagement Policy, the School-Parent Compact, and the Campus Improvement Plan (CIP). The policy and compact will be jointly developed and reviewed with parents and will be distributed at the beginning of the school year and during the Annual Title I meetings. They will also be posted on Cameron's webpage. Information will be provided in English and Spanish and, to the extent practicable, in another language requested by a family. Parents will receive an annual spring evaluation survey and opportunities to recommend revisions. If the CIP is not satisfactory to parents of participating students, parents may submit comments or concerns to the principal; those comments will be submitted to the district/LEA when the plan is made available to the district.
Family Meetings	Cameron will hold two Annual Title I meetings in the fall at convenient times. All parents and families of participating students will be invited and encouraged to attend. The meetings will explain Cameron's participation in Title I, Title I requirements, parents' rights to be involved, available programs and services, and opportunities for family participation. Parents will receive and have an opportunity to discuss the Parent and Family Engagement Policy and School-Parent Compact. Families will be notified through school communication systems, including email, text/phone messages, and notices sent home, in English and Spanish. Additional parent meetings and learning opportunities will be offered throughout the year.
How to be involved	Parents and families will have regular opportunities to make suggestions, participate in decisions related to their children's education, and provide input on campus programs, the Parent and Family Engagement Policy, School-Parent Compact, and CIP. Cameron will offer a flexible number of meetings, including morning and evening opportunities. When appropriate and allowable, Title I funds may be used to assist with transportation, childcare, or home visits related to family engagement. Parents will have reasonable access to school staff and opportunities, in accordance with campus safety and volunteer procedures, to volunteer, participate in school and classroom activities, and observe classroom activities. Parent suggestions will be considered and responded to as soon as practicably possible.
Family Trainings/Activities	• Parents will receive timely information about campus programs and family engagement opportunities through Cameron's webpage, email, text/phone messages, and notices sent home. • Families will receive assistance in understanding Texas academic standards, State and local assessments, school performance information, and their child's individual assessment results, including how to monitor progress and work with educators to improve achievement. • Cameron will provide information about curriculum, grade-level expectations, academic assessments, achievement levels, attendance expectations, intervention supports, and strategies families can use to support learning at home. • Family learning opportunities may include literacy and reading-at-home strategies, math support, student data and assessment sessions, technology and Focus Parent Portal support, attendance information, and other topics identified through parent input. • Cameron will provide staff with professional learning and ongoing guidance, with input and assistance from parents when appropriate, on the value of family contributions, effective two-way communication, working with parents as equal partners, and building strong connections between home and school. • To the extent feasible and appropriate, Cameron will coordinate parent and family engagement activities with other campus, district, federal, state, and community programs and resources to provide families with comprehensive support. • Cameron will provide other reasonable support for parent and family engagement activities as families may request.
Curriculum	Cameron is a Dual Language Two-Way Immersion program in which all students are second-language learners. The school uses ECISD-approved curriculum and instructional resources aligned to Texas standards for Reading/Language Arts, Writing, Math, Science, and Social Studies. Families will receive information explaining the curriculum, grade-level academic expectations, and ways they can support learning at home.

Forms of Academic Assessment	Academic assessments used to measure student progress include Checkpoint Assessments, i-Ready, and STAAR, as applicable by grade level. Teachers will communicate student achievement and progress to families and provide assistance in understanding assessment results and expected achievement levels. Progress reports are available through the Focus Parent Portal every three weeks, and report cards are issued every nine weeks.			
Who to Contact	• Cameron Main Office: 432-456-1059 • Principal: Margarita Acosta • Assistant Principal: Lizette Rey • Counselor: Rachel Parker • Nurse: Lea Omac • To contact your child's teacher, call the main office or use the school's approved communication system. Families may request meetings or assistance and will receive a timely response.			
Our shared commitment to student success	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	• Provide a safe, caring, supportive, and effective learning environment that enables students to meet Texas academic standards. • Provide high-quality curriculum and instruction aligned to Texas standards and use appropriate supports, interventions, tutoring, technology, and differentiated instruction to meet student needs. • Keep families informed of student academic progress on a regular basis and provide suggestions for supporting learning at home. • Provide progress reports every three weeks through the Focus Parent Portal and report cards every nine weeks. • Conference with each parent/guardian at least annually in elementary school to discuss this compact as it relates to the child's academic achievement. • Maintain regular, two-way, meaningful communication with families in a language they can understand. • Provide parents reasonable access to staff and opportunities, in accordance with campus procedures, to volunteer, participate in school/classroom activities, and observe classroom activities.	• Monitor my child's attendance and ensure my child arrives at school on time and prepared to learn. • Attend parent-teacher conferences and school/family engagement activities whenever possible. • Monitor my child's academic progress through Focus, progress reports, report cards, teacher communication, and student data information. • Provide a consistent study area and time, support homework/class assignments as appropriate, and encourage daily reading and math practice. • Communicate regularly with my child and the school, ask questions, share concerns, and respond to school communication. • Encourage positive behavior, good attendance, adequate sleep, responsible technology use, and a positive attitude toward learning. • Participate, when possible, in campus decision-making, surveys, volunteer opportunities, and family engagement activities.	• Attend school every day, arrive on time, and come prepared with the materials needed to learn. • Put forth my best effort, participate in class, use time productively, and complete classwork and assignments on time. • Follow classroom and school rules and expectations and work cooperatively and respectfully with others. • Listen to and follow directions, ask questions when I need help, and apply skills I have already learned. • Read at least 15-20 minutes each day and practice math skills/facts regularly. • Take responsibility for my learning by using teacher feedback, goals, assignment tools, and available resources to improve.	• Parent-teacher conferences, including an annual discussion of the School-Parent Compact and the child's achievement. • Parent meetings, Annual Title I meetings, Open House, family learning activities, and other campus events. • Progress reports through the Focus Parent Portal every three weeks and report cards every nine weeks. • Monthly newsletter, From the Principal's Desk, and other campus updates. • Teacher and principal communication through approved school communication systems, including Focus, email, text/phone messages, and written notices. • School and parent program information will be provided in English and Spanish and, to the extent practicable, in another language requested by a family. • Parents may request meetings, ask questions, and make suggestions; school staff will respond as soon as practicably possible.

Si necesita traducir este documento, comuníquese con Margarita Acosta a través del correo electrónico margarita.acosta@ectorcountyisd.org o llame a la oficina al (432) 456-1059.