School-Family Compact

*The school – family compact is a written agreement that outlines 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 students achieve the State's high standards. In a targeted assistance program, compacts should identify specific grades and subject areas served, and are only required for families of students served by Title I funds. In a schoolwide program, compacts for all families are required. Evidence consists of examples of signed compacts for each school served.*

This sample is not an official Massachusetts Department of Elementary and Secondary Education document. It is provided only as a guide containing a variety of possible responsibilities. The school and district may use this information to develop a clear, concise document that meets program requirements and local needs and is accessible to all families and students.

# School-Family Compact

The (name of school) and the families 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 students will share the responsibility for improving student academic achievement and the means by which the school and families will build and develop a partnership that will help students achieve the State’s high standards.

This compact is in effect during school year (indicate year).

# School Responsibilities

The (name of school) will provide:

1. high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State’s 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)

1. opportunities for family/guardian-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual student’s achievement. Specifically, those conferences will be held:

(Describe when the family/guardian-teacher conferences will be held)

1. reports to families/guardians on their students’ progress. Specifically, the school will provide reports as follows:

(Describe when and how the school will provide reports to families)

1. accessible forms of communication with staff for families/guardians. Specifically, staff will be available for consultation with families/guardians as follows:

(Describe when, where, and how staff will be available for consultation with families)

1. opportunities for families/guardians to volunteer and participate in their student’s classes, and to observe classroom activities, as follows:

(Describe when and how families/guardians may volunteer, participate, and observe classroom activities)

* organized, ongoing, and timely systems for families/guardians to be actively involved in the planning, implementation, and review of programs including but not limited to family engagement policies and the development of any schoolwide program plans.
* at least one meeting of families/guardians of participating students annually at a convenient time and location, offering multiple meetings and opportunities for multiple languages, if necessary, at which the school will inform families/guardians of the school’s participation in Title I and the requirements of Title I, including family engagement requirements.
* information to families/guardians of participating students in an understandable and uniform format, including alternative formats, upon the request of families/guardians with disabilities, and, to the extent practicable, in a language families/guardians can understand.
* information to families/guardians of participating students about Title I, Part A programs that include a description and explanation of the school’s curriculum, the forms of academic assessment used to measure student's progress, and the proficiency levels students are expected to meet.
* opportunities for regular meetings for families/guardians to formulate suggestions and to participate, as appropriate, in decisions about the education of their students. The school will respond to any such suggestions as soon as feasible.
* an individual student report to each family/guardian about the performance of their student on the State assessment in at least mathematics and English language arts/reading.
* timely notice to each family/guardian when their student has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who has not met state licensure requirements.

# Family Responsibilities

We, as a family/guardian, we will support our student’s learning in the following ways:

(Describe the ways in which families/guardians will support their student’s learning, such as:

* Ensuring attendance.
* Tracking and supporting the completion of assignments.
* Volunteering to support my student’s school and/or classroom.
* Participating in decisions related to my student’s education.
* Staying informed about my student’s education by promptly addressing all notices from the school or the school district and responding, as appropriate.

# Student Responsibilities (Optional)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

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

* Complete my assignments and ask for help when I need to.
* Participate in out-of-school enrichment (i.e., sports, clubs, community service, part-time job or internship).
* Share all notices and information that I receive from my school with my family/guardian every day.

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|  |  |  |
| Signature of School Representative |  | Date |
|  |  |  |
| Signature of Family Member/Guardian |  | Date |
|  |  |  |
| Signature of Student |  | Date |