



Superintendent's Circular

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FAM-07
Version 01

HOME-SCHOOL COMPACT

This Circular will remain in effect unless rescinded or superseded by a subsequent version.

OVERVIEW

The Home-School Compact is a document that clarifies what school staff and families, working in collaboration, can do to help children reach high specific academic goals in core content areas. At their best, compacts link family engagement to school-wide and grade level instructional goals and help ground the relationships between teachers and families in student learning.

Additionally, the compact serves as a clear reminder of the shared responsibility of the school and home to ensure that children can learn what is required of them. It is a written commitment indicating how all members of a school community — families, teachers, principals, students, and concerned community members — agree to share responsibility for student learning.

All schools receiving Title I funds are required to develop a home-school compact annually.

WHAT IS INCLUDED IN A HOME-SCHOOL COMPACT?

The compact should clearly communicate the following:

1. Schoolwide instructional goals in core content areas and culturally and linguistically sustaining practices
2. Specific learning goals for each grade level
3. Key instructional strategies that the school plans to employ
4. Specific strategies for families to support student learning at home
5. How stakeholders, especially families, are involved in developing and revising the compact.

Additionally, the compact provides a vehicle for clearly defining the expectations and shared responsibility for educating students.

The compact must describe how the **school and teacher** agree to be responsible for:

- Providing high-quality instruction for all students
- Creating a supportive learning environment
- Describing how school/teacher will build student agency in their learning
- Showing respect for students and their families
- Communicating with families and students about student progress.

The compact must describe how **families** agree to be responsible for:

- Supporting their children's learning in school and out of school
- Seeing that their children attend school regularly and on time

- Participating in decisions relating to the education of their child and the school
- Communicating with teachers on a regular basis.

The compact must describe specific ways **students** agree to be responsible learners with the support of their parent(s) and teacher(s) by:

- Attending school regularly and on time
- Showing respect for themselves, their school, and other people
- Believing they can and will learn
- Trying to do their best in their work.

The compact must emphasize the importance of ongoing, two-way communication between home and school through the following minimum requirements:

- Annual parent-teacher conference(s) to discuss the relationship between the compact agreements and the student's achievement
- Frequent, timely progress reports to families
- Reasonable access to school staff in a variety of ways
- Opportunities to participate in and observe class activities.

DEVELOPING AND REVIEWING THE HOME-SCHOOL COMPACT

The following are key considerations for developing your home-school compact:

1. The compact must be developed by a committee consisting of administrators, school staff, families, students, and

teachers. Existing school-based family engagement action teams or a subcommittee of the School Site Council are options for the development of this document.

2. The process for developing a compact should be open and inclusive, soliciting the input and contributions of a wide range of stakeholders.
3. The compact provides an opportunity for each stakeholder to articulate their expectations regarding the delivery of teaching and learning and what they agree to be held accountable for regarding student achievement.
4. The compact should be written in clear, family-friendly language, and translated into the languages spoken at the school.
5. The compact should be written using the [Racial Equity Planning Tool](#).
6. Once a draft of the compact has been developed, families, teachers, and students should be given an opportunity to provide feedback and input.
7. The final version of the document must be approved by the School Site Council annually in the spring in preparation for the upcoming school year.
8. A final version of the compact must be submitted to the Office of Family and Community Advancement by October 31, 2024.

USING THE HOME-SCHOOL COMPACT

Schools must also develop a process for utilizing the compact to frame the relationships between teachers and families. Examples include:

- The compact is reviewed at the beginning of parent-teacher conferences to frame the conversation about student progress and mutual accountability.
- The compact is used throughout the year to frame conversations between teachers and families related to monitoring student progress toward specific learning goals.
- The compact is used to frame school-based workshops designed to help families understand schoolwide and grade-level learning goals and how to support learning at home.

ALIGNMENT WITH EDUCATOR EVALUATION

The compact, if it is developed and used effectively and consistently, can be used as evidence of reaching the proficiency targets for the elements and indicators of Standard III in both the administrator and teacher evaluation rubrics.

ADDITIONAL INFORMATION AND SUPPORT

For additional information on home-school compacts, please see:

- ESEA Title I, Part A, Section 1118(d)
- www.ctsschoolparentcompact.org
- [Title I Toolkit](#)

The Office of Family and Community Advancement is responsible for supporting schools with the development and implementation of the compacts.

IMPORTANT DATES

Date	Activity
October 31	Deadline for submitting current year Home-School Compact to Office of Family and Community Advancement
May 31	Deadline for School Site Council to review and approve the Home School Compact for the following school year

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