



# School Family Compacts:

## Linking to Learning

The Every Child Succeeds Act law requires every Title I school to develop school-family compacts or agreements. This tool can be useful in meeting that requirement or in any school to help clarify how families, teachers, and students will share in the responsibility of supporting learning goals. Use student achievement data such as WIDA scores, classroom assessments, IEP's, and test scores with families to look at areas of achievement and needs. The samples below show ways to specifically link compact language to student learning.

Compacts Linked to Learning	Compacts in General
Pledge statement: This compact pledges our school community to increase student reading and math skills so that all students will be proficient by the end of third grade.	Pledge statement: This compact will promote effective working relationships to improve student achievement.
Parent's Pledge: I will <ul style="list-style-type: none"> <li>• Monitor my child's progress and let the teacher know right away if I have any concerns</li> <li>• Use reading and math materials that the school sends home and/or posts on the web each week to help my child</li> <li>• Read with my child 20 minutes each day</li> <li>• Limit TV and video games to 1-2 hours each day</li> </ul>	Parent's Pledge: I will <ul style="list-style-type: none"> <li>• Send my child to school every day</li> <li>• Keep in contact with the school once a month</li> <li>• Support the district dress and discipline codes</li> <li>• Be an active participant in my child's learning process</li> <li>• Limit TV watching time</li> </ul>
Student's Pledge: I will <ul style="list-style-type: none"> <li>• Ask for help from my teacher and family if I am having trouble doing my work.</li> <li>• Read on my own and with my family every day.</li> <li>• Work on my math and reading skills at home, using the materials my teacher sends home or leads me to via the library or internet</li> <li>• Keep track of assignments, do my homework every day, and turn it in when it is due</li> <li>• Share ideas about TV programs I am watching</li> </ul>	Student's Pledge: I will <ul style="list-style-type: none"> <li>• Complete my classwork</li> <li>• Come to school prepared to learn</li> <li>• Respect adults, myself, and other students</li> <li>• Obey school rules</li> <li>• Complete my homework</li> </ul>
Teacher's Pledge: I will <ul style="list-style-type: none"> <li>• Build relationships with families in my classes</li> </ul>	Teacher's Pledge: I will <ul style="list-style-type: none"> <li>• Have high expectations for all students</li> </ul>



<ul style="list-style-type: none"> <li>• Keep families informed of their children's progress and needs in each subject</li> <li>• Make sure every student gets the help he/she needs</li> <li>• Explain my approach to learning and grading to my students and families</li> <li>• Send home and lead parents to learning materials tied to math and reading</li> <li>• Ensure that students understand assignments and what they will learn from them</li> <li>• Review and update the compact with student and family during conferences and meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a classroom climate that is comfortable for all students</li> <li>• Develop proficient learners</li> <li>• Enforce rules fairly and consistently</li> <li>• Ensure the availability of the books and necessary supplies for education</li> </ul>
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Adapted from Source: Henderson, A.T., Mapp, K.L., Johnson, V.R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-schoolpartnerships*. New York: The New Press.

