

Recently, our school met to review and revise our Title I Parent and Family Engagement Policy as well as the School-Parent Compact. We value your input and would appreciate your feedback on the revised drafts of these documents. Please review the attached documents and complete the online feedback form by April 16, 2021.



**HOME-SCHOOL COMPACT 2021-2022**

**Administrative Team**

- Jametta Hodges-Stewart, Principal
- Jason Koepke, 6<sup>th</sup> Grade Assistant Principal
- Jody Davidson, 7<sup>th</sup> Grade Assistant Principal
- Michael Dease, 8<sup>th</sup> Grade Assistant Principal
- Evette Bradley, Curriculum Resource Teacher

**Student Support Services Team**

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| Sheryl Dunning, 6 <sup>th</sup> Grade School Counselor (Lead)  | Deondra Johnson, Social Worker                       |
| Katherine Cooper-Shaw, 7 <sup>th</sup> Grade School Counselor  | Yolanda Smith, Parent & Family Engagement Specialist |
| Samantha Taylor-Wright, 8 <sup>th</sup> Grade School Counselor | Robert Hemingway, Campus Monitor                     |
| James Hildebrand, ISS Supervisor                               | Tedric Strother, Camps Monitor                       |
| <b>Alexandra Reaves, Communities in Schools</b>                | <b>Jenefer Harris, School Nurse</b>                  |



The St. Andrews Middle School learning community of administrators, support staff, teachers and families, has written this compact to outline how the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.

**St. Andrews Middle School Staff will:**

- Provide high quality curriculum and instruction in a supportive and effective environment that enables students to meet the state’s student academic achievement standards.
- Develop school **involvement (engagement)** policy and school compact with parent input every year.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student’s achievement.
- Provide parents reasonable access to the school and staff by inviting them to visit their child’s classroom to volunteer, participate in child’s class, observe classroom activities and meet with the staff about their child’s progress.

- Share school-wide Title I plan with parents annually.
- Communicate frequently with families about their children's progress and show them how they can help.
- Offer materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement (**engagement**).
- Update grades in the parent portal in a timely manner.

**As a parent, I will support my child's learning in the following ways:**

- Make sure that my child attends school regularly, is on time, and is prepared to learn with homework completed.
- Ensure that my child has his/her laptop charged and ready to use each day.
- Know what skills my child is learning in all content areas.
- Do activities at home that continue my child's classroom learning at home.
- Read with and /or encourage my child to read independently.
- Provide a quiet place for my child to study and read.
- Expect my child to behave responsibly and treat others with respect.
- Visit my child's class to observe classroom instruction, volunteer, participate in class activities, and meet with teachers to discuss my child's progress.
- Encourage my child to seek extra assistance when necessary.
- Ensure that I explicitly state expectations to my child.

**As a student of St. Andrews Middle School, I will:**

- Come to school on time and be ready to learn.
- Complete all assignments and do my homework every day.
- Read and study for all subjects on a regular basis.
- Behave responsibly and treat everyone, including myself, with respect.
- Do my best while I am working to improve my learning and ask for help when needed.
- Seek out assistance before, during, and/or after school for skills and concepts not fully understood.
- Know and follow school and class rules.
- Use and care for my assigned electronic device responsibly and adhere to district "Acceptable Use Policy of Information Systems. (Added Line)

**REMOVE SIGNATURE LINES**

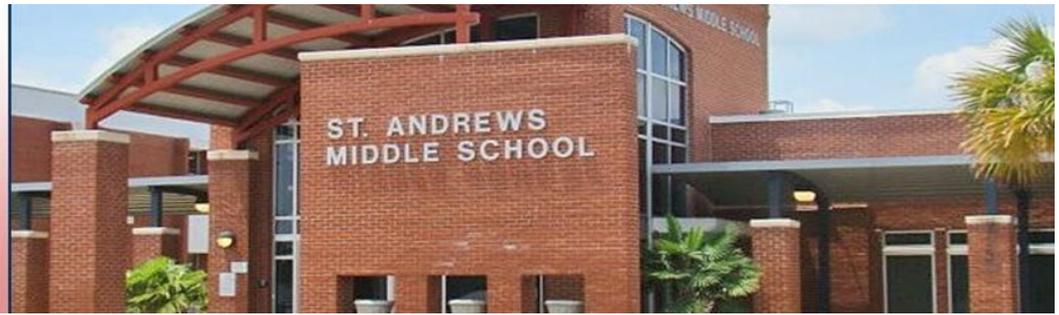
**ST. ANDREWS MIDDLE SCHOOL**  
**HOME-SCHOOL COMPACT 2020-2021**

By signing this page, you acknowledge that you have received a copy of the parent compact and will work in partnership with St. Andrews Middle School for improved student academic achievement.

Student's Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_ Grade \_\_\_\_\_



## Parent and Family Engagement Policy 2021-2022

Richland One's district's policy on parent engagement has been developed jointly with, agreed upon with, and distributed to parents of participating children. Richland One has high regard and much respect for the parents of its students and therefore,

- A. Shall involve parents by inviting schools to identify/select parents to attend Parent Advisory Council meetings where they will serve on committees to assist in developing and reviewing the school-wide plans, School Improvement Plans, as well as the district plan. Parents will also complete an annual survey, which will provide program format, preferred service delivery techniques, methods of communication with parents, and suggested workshops and seminars needed by parents to support their efforts in educating their children. Parents will visit and observe classrooms in selected Title I schools once a year to monitor the instructional program and determine how improvements can be made to effectively bring about change. Parents will continuously be informed about the school's progress through school report cards and notices to parents.
- B. The school district shall provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement (engagement) activities to improve student academic achievement and school performance to schools through joint meetings of other local, state, and regional social agencies. As such, workshops and training are to be provided periodically to help parents learn how to help their children succeed in school. Parents suggest topics and plan activities for the workshops.
- C. Schools and parents will develop compacts that will be used to build strong and meaningful parental relationships. The agreement will establish how all will share the responsibility for each student's achievement. Parent surveys are sent to all Parent Advisory Council members for input on programs, training, materials, and functions.
- D. Initiatives are underway to involve parents in the Parent Advisory Council and Head Start in the Richland One area. Smart Matters are the identified Title I schools, Foot Steps, First Steps, Success by Six, Parents as Teachers, (the Home Instruction Program for pre-school youngsters), the Parent Child Home Program, and state-run preschool programs by keeping parents abreast of offerings, encouraging attendance at these meetings and trainings, and then follow-up to see if additional help is needed. A Parent-Student Book club also meets monthly to model reading strategies, complete activities, and reaffirm the value of families reading together.  
**REMOVE LINE D.**

- E. An annual evaluation of the content and effectiveness of the **parental involvement (Parent and Family Engagement)** policy in improving the academic quality of the schools, including identifying the barriers to greater participation by parents in activities, will be conducted to determine the effectiveness of the **parental involvement (Parent and Family Engagement)** policy by comparing attendance records of previous years. Parent surveys will be conducted, questionnaires distributed, and phone calls made to gather information. Particular attention will be paid to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Also, efforts will be made to determine why parents do not participate including barriers to greater participation such as lack of transportation, absence of child care, work schedules, unsuitable meeting times or locations, or lack of interest. The findings of the annual parental engagement evaluation surveys will be used to determine what changes should be made and by whom to make the parental engagement programs more effective and if needed, to revise the **parental involvement (Parent and Family Engagement)** policies.
- F. Parents were actively involved in the development of the **Parent Involvement (Parent and Family Engagement)** Policy by serving on planning committees, completing written surveys, and conducting phone surveys. The policy will be disseminated to parents through bulk mailings, PTO or PTA meetings, Title I parent meetings, and will be available at all Title I schools and on the Title I website. Parents are encouraged to be involved in all the activities of the schools including parent training, activities, workshops, and conferences.

**REMOVE SIGNATURE LINE**

I have had an opportunity to review and provide input on the 2020-2021 Parent & Family Involvement Policy.

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Student's Name

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Parent Signature

Date

**Scan the QR Code to go directly to the form.**



You may also go the school website to complete the form:

<https://www.richlandone.org/Domain/44>

If you are unable to respond online, please contact the  
Parent and Family Engagement Specialists:

**Yolanda Smith**

**[yolanda.smith@richlandone.org](mailto:yolanda.smith@richlandone.org)**

**803-908-9985**