

## SCHOOL-HOME COMPACT

Clay County Middle School and the families of participating students agree that this compact outlines how responsibility for improved academic achievement will be shared and the means by which a partnership will be built and developed that will help children achieve the State's high standards.

### School Responsibilities

Clay County Middle School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's academic achievement standards as follows:
  - Demonstrating care and concern for each student.
  - Respecting cultural, racial, and ethnic differences.
  - Managing the school and classroom environment to provide a learning environment that is safe.
  - Providing quality teaching and leadership.
  - Providing quality resources that support instruction.
  - Making efficient use of academic learning time.
  - Assigning meaningful assignments that support classroom instruction.
  - Providing special assistance to students and/or families who need it.
- Hold family-teacher conferences during which this compact will be discussed as it relates to each child's achievement.
  - The compact will be introduced during Open House.
  - Other conferences will be flexibly scheduled to accommodate families.
- Provide families with frequent reports on their children's progress through report cards every six weeks.
- Provide families reasonable access to staff.
  - The staff will be available daily before school, during their planning periods, and after school as well as during family-teacher conferences and professional learning days.
  - Staff will respond to family concerns, questions, and requests for information in a timely manner.
- Provide families opportunities to volunteer and participate in their child's class as well as observe classroom activities.
  - Families are always welcome to observe classes at Clay County Middle School.
  - Family volunteers will be recruited by individual teachers.
- Involve families in the planning, review, and improvement of the school's family engagement policy.
- Involve families in the joint development of any schoolwide plan in an organized, ongoing, and timely way.
- Hold an annual meeting to inform families of Title One of the Elementary and Secondary Education Act (reauthorized as the Every Child Succeeds Act), the school's curriculum, the measures of academic progress, and the proficiency levels students are expected to meet.
- Provide information to families in an understandable and uniform format, including alternative formats upon the request of families with disabilities and to the extent practicable in a language that families can understand.
- Provide opportunities for families to formulate suggestions and to participate in decisions about the education of their children. The school will respond to any suggestions as soon as possible.
- Provide each family an individual student report about the performance of their child on the State assessment.
- Provide each family notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the Title One Final Regulations.
- Inform families of their Right to Know. You may request the following teachers' qualifications:
  - Licensing for grade level and subject
  - Emergency or provisional status
  - Bachelor major and graduate degree
  - Paraprofessional qualifications
- Recommend to the local educational agency the names of families who are interested in serving on the State's Committee of Practitioners and School Support Teams.
- Notify families of the school's participation in other literacy programs operating within the school and the district as well as the contact information.
- Work with the local education agency in addressing problems in implementing family engagement activities.
- Work with the local education agency to ensure a copy of the state education agency's written complaint procedures for resolving any issue of violations of federal statute or regulation is provided to families and to appropriate private school officials or representatives.

### Family Responsibilities

We, as families, will support our children's learning in the following ways:

- Requiring regular school attendance and urging my child to get to classes and school events on time.
- Encouraging positive attitudes about school.
- Protecting my child's health.
- Establishing a regular time for study in a quiet, well-lit area.
- Promoting positive use of my child's extracurricular time.

- Overseeing the completion of homework and class assignments.
- Supporting my child's efforts to improve and do quality work.
- Communicating with teachers and/or school officials about problems that interfere with my child's learning.
- Participating in decisions relating to my child's education.
- Staying informed about my child's education and communicating with the school.
- Serving to the extent possible on policy advisory groups.
- Attending family-teacher conferences.
- Discussing grade reports, behavior reports, and other assessments of achievement or performance with my child.
- Providing a library card and supporting good reading habits.
- Volunteering to participate in classes and at school events.
- Limiting television viewing and recreational screen time to ten hours or less per week.

### **Student Responsibilities**

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

- Attend school regularly and be on time for classes and school events.
- Bring paper, pencil, and other subject area materials to class.
- Participate in classroom activities and complete all assignments.
- Cooperate with families and teachers by complying with expectations.
- Assist in keeping my school safe and clean.
- Respect the personal rights and property of others.
- Limit television viewing and recreational screen time to ten hours or less per week.

A representative body of families and school personnel designed this compact in order to create a partnership that will help our children achieve the high content and performance standards set forth by the State of West Virginia. While we realize that the commitments set forth in this compact are voluntary and are not legally binding on the parties, it does represent a sincere effort to foster a healthy and beneficial relationship between home and school.