

Student agrees to:

- Always do my best in my work and in my behavior.
- Attend school regularly and arrive on time, virtually and/or in person.
- Bring needed materials to class and complete assignments on time, virtually and/or in person.
- Assist in keeping my school safe and clean.
- Respect the personal rights and property of others.
- Demonstrate life skills by being responsible, respectful, and ready in all areas of my academics and school.
- Make sure to give important papers/documents to my parent or guardian and return items to my teacher that require parental or guardian signatures, virtually and/or in person.

Student's Signature

Copies of the schoolwide plan, parenting plan, Title I Newsletter, School-Parent Compact, Parent and Family Engagement Policies can be found in the following room 233.

The school looks forward to receiving any comments and/or concerns you may have regarding these documents. Comments can be forwarded to: Christel Arnette at CArnette@horrycountyschools.net



Myrtle Beach
Early Childhood
School

School—Parent Compact

As a component of receiving funding under Title I, Part A of the Elementary and Secondary Act (ESEA) we must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. The compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. This compact outlines how parents, the entire school staff, and the 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 that will help the students achieve the State's high academic standards.

Principal agrees to:

- Provide all staff with the proper tools needed to help move children in their academic development.
- Provide staff development and trainings for all staff members in academics, discipline and parental involvement, virtually and/or in person.
- Be an active presence in classrooms.
- Monitor students' progress reports, interim reports, and report cards.
- Make sure parents have reasonable access to the administrative team, as well as all staff members.
- Encourage and provide parents with quarterly activities at the school to participate in with their children, virtually and/or in person.
- Encourage community involvement within the school and foster networks with local businesses to help enrich the school's environment.

Principal's Signature and Date

Christel Arnette/ 8/25/2025

Teacher agrees to:

- Know the content standards that students must master in my class for on-grade level performances.
- Use instructional models and teaching strategies to meet the needs of all learners in my class, virtually and/or in person.
- Assess student achievement regularly and communicate progress reports, interim reports and report cards.
- Parents will have access to me before school, during my planning time, after school, by telephone, or email, virtually and/or in person.
- Provide a print rich environment in my classroom.
- Create conditions for learning in my class and establish procedures for effective classroom management.
- Help each child grow to his or her potential.
- Show respect, care and concern for each student.
- Demonstrate professionalism in all areas of my work.
- Take an active role in communicating with parents and engaging them in their child's learning.
- Enforce class and school rules fairly and consistently.
- Encourage parents to attend quarterly activities at the school with their child, virtually and/or in person.
- I will provide classroom activities that engage parents in student learning both during and after school hours, virtually and/or in person.

Teacher's Signature and Date:

_____ / _____

Parents agree to:

- Attend personalized learning conferences (Parent Teacher Conferences), virtually and/or in person, for my child and then carry out my part of the plan with my child at home. Specific academic strategies will be discussed at the personalized learning conference.
- Read the material my child brings home and return all requested correspondence.
- Send my child to school regularly and on time.
- Expect my child to follow school rules and support the school's efforts to ensure a safe learning environment.
- Provide my child with the necessary supplies.
- Make reading at home a priority each day.
- Provide a quiet, well-lighted study area for homework and reading.
- Provide adequate rest, food and medical attention.
- Discuss report cards, behavior reports, and other assessments of performance or achievement with my child.
- Attend quarterly school functions to show support and commitment of my child's education.
- Become actively involved in the school through volunteering in my child's classroom, PTO and attending parenting workshops and family night activities, virtually and/or in person.

Parent or Guardian Signature(s) and Date:

_____ / _____

_____ / _____

Our Parent and Family Engagement Policy

- Encourages, supports, and values the participation and involvement of parents and families in the educational experiences of their children that improve student academic achievement and school performance.
- Commits to developing family-friendly schools, offices and programs that welcomes parents and families to positive and supportive environment.
- Recognizes students learn best when families and schools work together, developing relationships of shared responsibility and mutual support.
- Assists parents in learning how home environments can support the academic achievement of students.
- Offers strategies such as parenting classes, home visitation opportunities and adult education programs to support parents.
- Provides special assistance to ensure that non-English speaking parents may participate as full partners in their children's education.
- Recognize parents, family and community members make valuable contributions to the educational process as participants in important school and district decisions.
- Encourages parents, families and community members to participate on a school committee that meets three times a year, to become members of parent organizations (at school and district level) and to serve as volunteers for classrooms, school and district wide activities. (Meetings or events may be conducted virtually and/or in person.)

Title I funds provide many opportunities for parent, family and community engagement

Involves parents, family and community members with joint development of the District Plan and in the Process of School Review and Improvement.

- Collaborate with community stakeholders at all levels of District and School Strategic Planning
- School-wide planning teams review the Schoolwide plan and provides input in revision, additions and deletions for activities and budget.
- Findings of the school's needs assessment will be utilized.
- Present Title I Program/Activities and requirements of Title I at parenting meetings.
- Schoolwide plans are presented to parents at annual meetings.
- *(Meetings may be conducted virtually and/or in person.)*

Provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective Parent and Family Engagement Activities.

- Involve parents and family members in decisions regarding how funds are allotted for Parent and Family Engagement Activities.
- Not less than 1% of the Title I allocation will be reserved for Parent and Family Engagement Activities including family literacy and parenting skills.
- Not less than 90% of the funds reserved for parent and family engagement shall be distributed to schools for activities including education workshops and home visits.
- Provide training to school staff, administration and parents to strengthen parent involvement efforts .
- Provide a school counselor in coordination with mental health counselors for services such as individual and group counseling, home visits, character education and career education programs.
- Provide coordination for effective parent and family engagement through the School's Improvement Council (SIC).

Build the schools' and parents' capacity for strong parent and family involvement

- Involve parents in planning of the Title I Plan.
- Provide parent conference opportunities.
- Provide family nights on literacy, math, assessments, monitoring children's progress, science, and state academic standards.
- Support and participate in volunteer programs.
- Encourage parents to observe in the classroom.
- Share results from Response to Intervention (RTI) team that identify and monitor children at risk.
- Sponsor Parent/Student orientation night.
- *(Meetings may be conducted virtually and/or in person.)*

Coordinate and integrate Parent and Family Engagement Strategies under programs, such as Babynet, Child Find and Parent-Child Home Program

- Developmental screenings are available for children from birth to age 2 1/2 years old. For more information or to schedule a screening appointment: Contact South Carolina Babynet at 1-877-621-0865. Developmental screenings are available for children aged 2 1/2 years old through 5 years old, not enrolled in a public school program. For more information or to schedule a screening appointment contact Horry County Schools Preschool Assessment Office at 843-488-6220.
- Home visits are available to families with children 16 months to 4 years old to strengthen the family and prepare children to succeed in school by increasing parent-child interactions. Contact the Parent-Child Home Program at 843-222-9959 for more information. Visits may be conducted virtually and/or in person.
- Parents and family members with children participating in these programs will be encouraged to become involved in all parenting activities.

- Horry County Schools provides two comprehensive Family Literacy Programs. The services include Adult Education, Parenting, Interactive Literacy Activities and Early Childhood.
- For information concerning early interventions for children and family literacy, contact 843-488-6230 for more information.

Involve parents and families in the activities of the school served under Title I, Part A.

- Schedule parent-teacher conferences at various times to accommodate parents' schedules.
 - Provide Family Night Workshops.
 - Encourage two-way communication between home and school through such methods as newsletters, email, phone calls, home visits, parent conferences, and surveys.
 - *(Conferences or workshop opportunities may be conducted virtually and/or in person.)*
- Conduct, (with the involvement of parents, family and community members), an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy that will determine the effectiveness of the present policy and any barriers to participation in parenting activities.*
- Solicit comments from parents regarding the Parent and Family Engagement Policy through an annual survey conducted at registration and throughout the school year.
 - Appropriate revisions are made based on suggestions and/or recommendations for improvement.
 - Distribute the final (DRAFT) Parent and Family Engagement Policy to parents in the fall.
 - Update the policy, as needed. Conduct annual review with parents, family and community members, school/district administrators and school staff members in order to continuously meet the changing needs of the school. Virtually and/or in person.
 - Use the findings of evaluation to design strategies for more effective parent and family engagement activities. Revise the Parent and Family Engagement Policy, as necessary.
 - Provide frequent reminders, such as flyers, newsletters, telephone contacts, and email messages to parents and families concerning meetings, workshops and conferences.

Develop jointly with parents and family members a School-Parent Compact (distributed at the first parent teacher conference).

- Solicit comments from parents regarding the School-Parent Compact.
- Revise, as appropriate, based on suggestions and/or recommendations for improvement.
- Recognize the compact involves parents and family members making a commitment to share the responsibility for their children's performance.
- Recognized the school, parents and family members build and maintain meaningful communication (in a language family members understand) to help the students achieve state standards.
- Offer professional development opportunities, virtually and/or in person, for teachers, administrators and other district employees to enhance the ability of schools to effectively service all students, parents and families.

Parent's Right to Know

Parents have the right to request information about qualification of teachers and paraprofessional (District) at the beginning of the school year.

If substitutes (not properly certified) service students for four or more weeks, a letter must be sent to parents explaining the current classroom status (Schools).



To provide feedback or get additional information contact Michelle Dunsford, Director, Office of Federal Programs at 843-488-7018 Phone calls to the District's Office of Federal Programs (if not answered) are returned within 24 hours of the next business day.

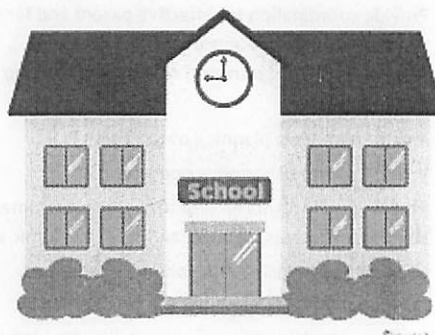
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Horry County Schools does not discriminate on the basis of race, religion, color, national origin, sex, disability, age, immigrant status, English-speaking status, or any other characteristic protected by applicable federal or South Carolina law in its programs or activities. For questions regarding the nondiscrimination policies call 843-488-6700, Horry County Schools, 335 Four Mile Rd, Conway, SC 29526.

Reviewed/Revised 02/19/2024



Myrtle Beach
Early Childhood
School

Parent and Family Engagement Policy

2025-2026

