

PARENTAL INVOLVEMENT

The Board of Education believes that positive parental involvement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parental involvement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parental involvement at home (e.g., planned home reading time, informal learning activities, and/or homework "contracts" between parents/guardians and children). The Board directs the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of parental involvement.

Consistent with the parent involvement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB), the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents/guardians of students eligible for Title I services in all aspects of their child's education. The Board also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level parental involvement procedures, as further required by federal law.

For purposes of this policy, parental involvement refers to the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities. At a minimum, parental involvement programs, activities and procedures must ensure that parents/guardians:

- Play an integral role in assisting their child's learning;
- Are encouraged to be actively involved in their child's education at school; and
- Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The term parents/guardians refers to a natural parent, legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

District and school level Title I parental involvement programs, activities and procedures will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children.

As further required by federal law, parents/guardians of students eligible for Title I services will be provided an opportunity to participate in the development of the district's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

Parents/guardians also will participate in the process for developing a school improvement plan when the school their child attends fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement.

Parent participation in development of district wide parental involvement plan

The Board, along with its Superintendent of Schools and other appropriate district staff, will use the following venues to solicit parental involvement and feedback to ensure parent involvement in the development of the district wide Title I plan:

- Parent Teacher Organizations
- District/Building Level Advisory Teams
- Parent Surveys
- Open House
- Parent/Teacher Conferences

Review of district-wide parental involvement plan

The board, along with the Superintendent of Schools and other appropriate staff, will conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parental involvement plan in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents/guardians in activities under this policy, and the revision of these policies necessary for more effective involvement. To facilitate this review, the district will conduct the following activities:

- The Superintendent will initiate an annual review of the District's parent policy during the month of July. Parents/guardians will be notified of the annual review through the school district's website and School News Notifier should they wish to contribute feedback for the Board of Education. Translation services will be made available upon request.

Development of school level parental involvement plans

The Superintendent of Schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided with technical assistance in order to plan and implement effective parental involvement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent will ensure meetings are held at convenient times and are accessible to all parents/guardians.

Building capacity for parental involvement

To build parent capacity for strong parental involvement to improve their child's academic achievement, the district and its Title I, Part A schools will, at a minimum:

1. Assist parents/guardians in understanding such topics as the state's academic content and student achievement standards, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the district and its Title I schools will share this information at Title I Parent Meetings, PTA meetings, and via the electronic communication systems. Where necessary, paper copies will be made available.

Provide materials and training to help parents/guardians work to improve their child's academic achievement. To achieve this objective, the district and its Title I schools will provide information about the District's academic program.

Education professional staff, support staff, principals and other staff in understanding the value and utility of a parent's contributions and on how to:

- reach out to, communicate with, and work with parents/guardians as equal partners;
- implement and coordinate parent programs; and
- build strong connections between parents/guardians and the schools.

To achieve this objective, the district and its Title I schools will:

4. Ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents/guardians of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents/guardians can understand.

Coordination of parental involvement strategies

The district will coordinate and integrate strategies adopted to comply with Title I, Part A parental involvement requirements with parental involvement strategies adopted in connection with any of the following applicable programs: Head Start, Reading First, Early Reading First, Even Start, Parents/Guardians as Teachers, Home Instruction Program, and State-operated preschool programs.

Title I Parental Involvement – School Level Policy

The Glens Falls Common School District recognizes that parents/guardians play an integral role in assisting their child's learning. We encourage parents/guardians to be actively involved in their child's education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of Title I, Part A for the federal No Child Left behind Act of 2001 (NCLB):

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents/guardians of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents/guardians to be involved. All parents/guardians of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer a flexible number of meetings to provide parents/guardians the opportunity to meet with school staff and otherwise participate in their child's

education. These meetings shall be held at flexible times (e.g., morning or evening) and/or in highly accessible places such as the school district building.

3. The school will provide parents/guardians with timely information about Title I programs. School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress and the proficiency levels the students are expected to meet. Parents/guardians may also request regular meetings with school staff to make suggestions and to participate, as appropriate, in decisions relating to the education of their children. The school will respond to any such suggestions as soon as practical.
4. The school staff shall involve parents/guardians, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy.

Glens Falls Common School District School-Parent Compact

The Glens Falls Common School District and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the 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 children achieve the State's high standards.

This school-parent compact is in effect during the 2023-2024 school year.

School Responsibilities

The Glens Falls Common School District will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

The Glens Falls Common School District Professional Development Plan outlines all professional development priorities aimed at improving professional practice and increasing student learning.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

- The Glens Falls Common School District schedules four half day parent-teacher conferences annually each November at the K-6 Elementary School.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

- Progress reports are sent home at the end of each quarter in the K-6 Elementary School.
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
- All K-6 Staff are accessible to parents via phone, e-mail, or written communication on a daily basis. Additionally, parents may request to meet with individual teacher to discuss academic concerns. Meetings are typically arranged through the main office, or individual teachers.
- 5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:**
- Parents volunteer as guest readers in the classroom on a regular basis. They also volunteer for a variety of special events such as Parents as Reading Partners, Book Fairs, and Mystery Readers.
 - Parents are invited to attend monthly Board of Education meetings which highlight school programming that is happening daily in the classrooms, often with student speakers. In addition, there are opportunities to participate in activities which encourage the philanthropic aspects of our school community. These opportunities include: cooking with your child for Shelters for Saratoga, participating in our annual Warrior Walk, donating coats and time to our annual coat drive, and attending our School Safety Forums. Bowling with your child during our pennies for pins unit, food pantry walk and Spring Fair.

Teacher Responsibilities

We, as teachers, will support our students' learning in the following ways:

- Create a partnership with every family in our class.
- Monitor academic progress of students and update parents quarterly.
- Make sure all students get help as soon as it is needed.
- Send home learning materials in academic areas when it is required.
- Explain our approach to teaching, expectations, and grading system to students and their families.
- Continually work on our teaching strategies so that we can successfully teach **all** children.
- Assign work that is relevant, meaningful and interesting.
- Make sure students understand the assignment and what they'll learn from it, and provide appropriate and prompt feedback.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Provide a private area in which our child (ren) can complete homework without interference or interruption.
- Monitor attendance and work in progress.
- Ensure that homework is completed.
- Monitor amount of television children watch.
- Ensure that our child (ren) read at home daily.
- Encourage our child (ren) to have lofty career goals.
- Volunteer in child (ren)’s classroom.
- Participate, as appropriate, in decisions relating to our child (ren)’s education.
- Promote positive use of our child (ren)’s extracurricular time.
- Stay informed about our child(ren)’s education and communicate with the school by promptly reading all notices from the school or the school district either received by our child(ren) or by mail and responding, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as the Title I Parent Representative or other building/district committees.

Student Responsibilities

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

- Complete my assignments every day and ask for help when I need it.
- Engage in sustained reading every day outside of school time.
- Give our parents, or the adult who is responsible for my welfare, all notices and information received from my school every day.
- Let our teacher and family know when we need help or support.
- Come to school daily and be the best possible student(s) we can be.
- Respect others and ourselves.
- Participate in meaningful extra-curricular activities.

School

Date

Parent

Date

Student

Date