# WATERLOO CENTRAL SCHOOL DISTRICT

# PARENT/GUARDIAN INVOLVEMENT POLICY

**June 16, 2025**

## ESSA-FUNDED PROGRAMS AND PROJECTS FUNDED BY TITLE I
## TITLE I PARENT/GUARDIAN INVOLVEMENT POLICY

The Waterloo Central School District Title I schools recognize the rights of parents/guardians to be fully informed of all information relevant to their children who participate in the Title I/Intervention Programs. The Waterloo Central School District schools recognize a strong, positive connection between parental/guardian involvement and student success. The district level policy ensures parental/guardian involvement in Title I funded programs and projects through the following:

### Annual Title I Meeting

Each year the district will convene a meeting to review the Parent/Guardian Involvement Policy. This meeting will include representation of parents/guardians with students receiving Title I services.

### Parent/Guardian School Compact

The development and review of a Parent/Guardian School Compact outlines how parents/guardians, the entire school staff, and students share the responsibility for improved student achievement. It shows the actions by which each Title I funded schools and parents/guardians build and develop a partnership to assist students in the achievement of New York State standards.

### Selection/Exit of Student Participants

All Waterloo Central School District students who score below the State Reference Point on NY State assessments or a designated level on local district assessments qualify for Title I supplemental instructional support services. In the absence of State assessments scores, administration will seek input from Intervention teachers, classroom teachers, counselors and parents/guardians to determine eligibility for Title I/Intervention services.

Students exit Title I funded programs when they score above state reference points on State assessments or have met certain levels of performance on local criteria. In the absence of State assessment scores, administration will seek input from Intervention teachers, classroom teachers, counselors and parents/guardians to determine whether Title I/Intervention services are no longer needed.

### Parent/Guardian Notification

Notification of Parent/Guardians of their child's participation in the Title I/Intervention program begins with a formal letter of notification signed by the school principal or his/her designee. Letters of notification are sent when it is determined that Title

I/Intervention services are needed or no longer needed. Contained in the parent/guardian notification letter are reason(s) for the child's selection to participate, objective for the services, and suggestions on how parents/guardians can assist. Further communication with parents/guardians will be done through student progress reports once each interim/marking period, and may also include parent/guardian access to the Student Management System. Monthly newsletters are sent to parents/guardians that promote at home learning by providing ideas and activities to promote literacy. Printed materials such as brochures and booklets are also available.

**Annual Meetings**

The Title I/Intervention teachers or building administrators convene an annual parent/guardian meeting in each building during September or early October. All parents/guardians invited to attend by written invitation, announcement on the school's website, and ParentSquare. The annual parent/guardian meeting takes place on the evening of each building's Open House. The annual meeting may be scheduled prior to or during the officially scheduled time of the schools' Open House.

At the annual parent/guardian meeting the following are presented:

- Student selection and notification procedures.
- Delivery of Title I/Intervention services for the individual buildings.
- Specification of goals, expectations and shared responsibilities of schools and parents/guardians as partners to improve student achievement.
- Ways parents/guardians can work with their children, and distribution of written information including strategies, book lists, and materials for at home learning support.

**Methods Used To Report Student Progress**

A variety of methods for providing parents/guardians with information concerning their child's progress are implemented. The following methods are used:

- Parent/Guardian-Teacher conferences PK-5 twice per year/6-12 once per year, or as needed. Additional Parent/Guardian-Teacher conferences (in person, telephone, Virtual Meetings or email) when necessary.
- Individual student progress reports each interim/marking period. The reporting process may vary from building to building. Reports may be the report card done in conjunction with the classroom teacher, a separate written report, or comments on the interim/report card. Progress reporting may also occur through parent/guardian access to the Student Management System.

**Opportunities for Parent/Guardian Involvement**

Parents/guardians of all Title I/Intervention participants are invited to attend workshops held throughout the year and they are also invited to take an active role in contributing to the building School Improvement Plan as a parent/guardian member.

Support for parent/guardian involvement activities focus on the training of parents/guardians by the teaching of strategies. This includes, but is not limited to improving comprehension, writing, and problem solving techniques.

In consultation with parents/guardians other topics and activities are chosen. All parents/guardians are invited to actively participate. For example, motivational parent/guardian-child activities are offered to parents/guardians, the parent/guardian and child can participate in a read at home program (leveled books are sent home), and parent/guardian involvement opportunities such as sessions on the integration of digital content to enhance reading, writing, and math learning through a variety of web sites are also available.

More specifically, parent/guardian involvement is encouraged through the following activities throughout the school year:

- Open House
- Building Level IST Meeting
- Parent/guardian Teacher Group
- Family and School Celebrations of Student Achievement
- Orientations for a variety of student transitions
- Meet the Faculty and Staff
- Field Trip Volunteers
- Special Friends
- Parent/guardian Reading Night
- Parent/guardian Speakers
- Morning Program and Assemblies
- Author Visits
- College Application Night
- Financial Aid Night
- Extra-Curricular Parent/Guardian Involvement Meetings
- Classroom Volunteers
- District and Building Level PBIS Teams

**STUDENT RESPONSIBILITIES**

Students are expected to cooperate with classroom teachers and staff. To be successful students must:

- Attend school regularly
- Bring required materials to class
- Complete all assigned work
- Meet standards set by the teachers
- Read on a regular basis at home
- Be attentive and on task in class
- Take pride in their work
- Maintain a positive learning attitude toward improvement
- Follow the Waterloo PRIDE Traits

# SCHOOL-PARENT/GUARDIAN COMPACT

The Waterloo Central Schools and the parents of the students participating in activities, services, and programs funded by Title I, agree that this compact outlines how the parents/guardians, 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/guardians will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

Each Waterloo School will:

- 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:
    - *Provide differentiated instruction in a Personalized Learning Environment to effectively engage students based on their individual academic and social/emotional needs*
    - *Review curriculum and instruction to ensure alignment with New York State Next Generation Standards*
    - *Providing a culturally-competent approach to learning*
- Provide parents/guardians access to the content of this compact and the Parents/guardian and Family Involvement Policy
- Provide parents/guardians with frequent reports on their children's progress.
- Provide parents/guardians reasonable access to staff.
- Provide parents/guardians opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parent/ Guardian Responsibilities

We, as parents/guardians, will support our children's learning in the following ways:

- Monitoring attendance
- Ensuring that homework is completed and communicate with our students' teachers if it is difficult and why
- Monitoring the amount of screen time children have
- Know what your child is doing online and that they are being safe and kind
- Volunteering in child's classroom
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate

Student Responsibilities

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

- Do homework every day and ask for help when needed
- Read at least 15 minutes every day outside of school time
- Give parents/guardians or the adults who are responsible for our welfare all notices and information received from school
- Follow the Waterloo PRIDE Traits to Be Safe, Be Responsible, Be Respectful, and Be Engaged in all my environments
- Take accountability for all my actions
- Empower myself to take responsibility for my learning