



## CITY SCHOOL DISTRICT OF ALBANY PARENTAL INVOLVEMENT

The City School District of Albany Board of Education believes that positive parental involvement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. As stipulated in Section 1188 (d) (Parental Involvement) of the federal Elementary and Secondary Education Act, the City School District of Albany will ensure that “...Each school served under Title I, Part A shall jointly develop with parents for all children served ... a school-parent compact that outlines how parents, the entire school staff and students will share responsibility for improved achievement and the means by which the school parents will build and develop a partnership to help children achieve the State’s high standards.”

### Title I Parental Involvement – District Level Policy

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 of students eligible for Title I services in all aspects of their child’s education. The board will also ensure that all of its schools receiving Title I, Part A funds develop and implement school level parental involvement policies, as further required by the NCLB. It will be the policy of the Board of Education of the City School District of Albany to ensure that all schools provide high-quality curriculum and instruction in a supportive and effective learning environment to enable all students to achieve. Recognizing the importance of communication between teachers and parents, all schools will, at a minimum, **conduct** annually two parent-teacher conferences during which their school’s compact will be discussed in relation to the individual child’s achievement, in addition to providing frequent reports, beyond the quarterly report card, to parents on their child’s progress. ***This could take the form of phone calls home, interim reports and written correspondence.*** Parents will be afforded reasonable access to staff, opportunities to volunteer and participate in their child’s class and observation of classroom activities.

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

- 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 refer to a natural parent, legal guardian or other person standing in *loco parentis* (such as grandparent or step-parent 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 with limited English proficiency, parents with disabilities and parents of migratory children.

Parents 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. The City School District of Albany will publicly report on the progress of the schools and will prioritize resources to assist schools in reaching the state's standards. Parents and community members will be welcomed and encouraged to actively engage with the district in developing and implementing initiatives that lead to the academic success for all students.

#### Parent participation in development of district-wide parental involvement plan

The board, along with its superintendent of schools and other appropriate district staff, will undertake the following actions to ensure parent involvement in the development of the district-wide parental involvement plan:

- Meetings at flexible times and/or in highly accessible places such as *community settings* or surveying parents by phone, mail or e-mail.

#### Review of district-wide parental involvement plan

The board, along with its superintendent of schools and other appropriate staff will conduct, with the involvement of parents, 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 of parents in activities under this policy and the revision of parent involvement policies necessary for more effective involvement.

#### 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 technical assistance and all other support necessary to assist them in planning and implementing effective parental involvement programs and activities that improve student achievement and school performance.

### 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 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.
2. Provide materials and training to help parents work with their child's academic achievement.
3. Educate its teachers, pupil services personnel, 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 as equal partners;
  - implement and coordinate parent programs; and
  - build ties between parents and the schools
4. Ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents 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 can understand.

Ref: §1118 of the Elementary and Secondary Education Act  
8 NYCRR §§100.3(b)(3); 100.4(f); 100.5(d)(4); 149.3(16)

## ELEMENTARY SCHOOL PARENT COMPACT

*The school and parents working cooperatively to provide for the successful education of the children agrees:*

Elementary School agrees	The Parent / Guardian agrees
<ul style="list-style-type: none"> <li><input type="checkbox"/> To convene an annual meeting for parents to inform them of the Title I program and their rights to be involved.</li> <li><input type="checkbox"/> To offer a flexible number of meetings at various times, and if necessary, and if funds available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</li> <li><input type="checkbox"/> To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</li> <li><input type="checkbox"/> To provide parents with timely information about <u>all</u> programs.</li> <li><input type="checkbox"/> To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district information.</li> <li><input type="checkbox"/> To provide high quality curriculum and instruction.</li> <li><input type="checkbox"/> To deal with communication issues between teachers and parents through:               <ul style="list-style-type: none"> <li>o Parent-teacher conferences at least annually,</li> <li>o Frequent reports to parents on their children's progress,</li> <li>o Reasonable access to staff,</li> <li>o Opportunities to volunteer and participate in their child's class and observation of classroom activities.</li> </ul> </li> <li><input type="checkbox"/> To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To become involved in developing, implementing, evaluating, and revising the school parent-involvement policy.</li> <li><input type="checkbox"/> To use and ask for technical assistance training that the district or school may offer on child rearing practices and teaching and learning strategies.</li> <li><input type="checkbox"/> To work with our child/children on their schoolwork.</li> <li><input type="checkbox"/> To read for 15 to 30 minutes per day to our child/children in prekindergarten to 1<sup>st</sup> grade.</li> <li><input type="checkbox"/> To listen to my 2<sup>nd</sup> or 3<sup>rd</sup> grade child's/children read for 15 to 30 minutes per day.</li> <li><input type="checkbox"/> To make quiet time for our older child/children to read a favorite book, magazine or newspaper everyday.</li> <li><input type="checkbox"/> To monitor our child/children's:               <ul style="list-style-type: none"> <li>o Attendance at school</li> <li>o Homework</li> <li>o Television watching</li> </ul> </li> <li><input type="checkbox"/> To share the responsibility for improved student achievement.</li> <li><input type="checkbox"/> To communicate with our child/children's teachers about their educational needs.</li> <li><input type="checkbox"/> To ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting our child/children in the educational process.</li> </ul>



SIGNATURE SECTION

*We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goals of providing for the successful education of our children.*

\_\_\_\_\_  
Signature of School Principal / Teacher

\_\_\_\_\_  
Signature of School Parent / Guardian

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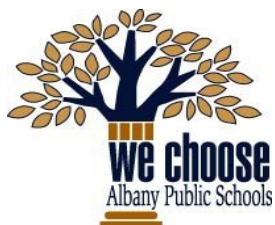
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## SECONDARY SCHOOL PARENT COMPACT

*The school and parents working cooperatively to provide for the successful education of the children agrees:*

Secondary School agrees	The Parent / Guardian agrees
<ul style="list-style-type: none"> <li><input type="checkbox"/> To convene an annual meeting for parents to inform them of the Title I program and their rights to be involved.</li> <li><input type="checkbox"/> To offer a flexible number of meetings at various times, and if necessary, and if funds available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</li> <li><input type="checkbox"/> To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</li> <li><input type="checkbox"/> To provide parents with timely information about <u>all</u> programs.</li> <li><input type="checkbox"/> To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district information.</li> <li><input type="checkbox"/> To provide high quality curriculum and instruction.</li> <li><input type="checkbox"/> To deal with communication issues between teachers and parents through:               <ul style="list-style-type: none"> <li>o Parent-teacher conferences at least annually,</li> <li>o Frequent reports to parents on their children's progress,</li> <li>o Reasonable access to staff,</li> <li>o Opportunities to volunteer and participate in their child's class and observation of classroom activities.</li> </ul> </li> <li><input type="checkbox"/> To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To become involved in developing, implementing, evaluating, and revising the school parent-involvement policy.</li> <li><input type="checkbox"/> To use and ask for technical assistance training that the district or school may offer on child rearing practices and teaching and learning strategies.</li> <li><input type="checkbox"/> To work with our child/children on their schoolwork.</li> <li><input type="checkbox"/> To make quiet time for our older child/children to read a favorite book, magazine or newspaper everyday.</li> <li><input type="checkbox"/> To monitor our child/children's:               <ul style="list-style-type: none"> <li>o Attendance at school</li> <li>o Homework</li> <li>o Television watching</li> </ul> </li> <li><input type="checkbox"/> To share the responsibility for improved student achievement.</li> <li><input type="checkbox"/> To communicate with our child/children's teachers about their educational needs.</li> <li><input type="checkbox"/> To ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting our child/children in the educational process.</li> </ul>



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\_\_\_\_\_  
Signature of School Principal / Teacher

\_\_\_\_\_  
Signature of School Parent / Guardian

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Type / Print Name

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