

**Schenectady City School District  
Schenectady, New York  
Fulton Early Childhood Center**

**2009-2010**

**APPENDIX B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT  
COMPACT**

*NCLB requirement for all Title I schools*

**Part A: School Parental Involvement Policy**

**I. General Expectations**

Fulton Early Childhood Center agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

that parents play an integral role in assisting their child's learning;

that parents are encouraged to be actively involved in their child's education at school;

that parents 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 carrying out of other activities, such as those described in section 1118 of the ESFA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New York State is located in Rochester NY. The website is: <http://www.epicforchildren.org/locations.cfm?id=5266&cat=1336&grpid=1341>

## II. How Fulton Early Childhood Center Will Implement the Required Parental Involvement Policy Components

Fulton Early Childhood Center will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESFA:

Parent representatives will be invited to a joint meeting with the school to review and suggest changes to the policy.

A simple majority vote will determine the final policy statement

Fulton Early Childhood Center will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESFA:

1. A committee composed of parents and staff will review school data relevant to school programs and make suggestions for modifications to program procedures
- Fulton Early Childhood Center will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

The school will form a Parent Partnership Team designed to increase student achievement by providing home focused, school focused and partnership focused activities and strategies in a coordinated manner

Fulton Early Childhood Center will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Reading First, Special Education and State-operated preschool programs, by:

Ensuring that program supervisors are aware of the parent involvement requirements under NCLB

Information and opportunities are provided to supervisors, teachers, and parents of children in these programs to receive timely information about workshop opportunities available to them

Fulton Early Childhood Center will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, the involvement of parents) its parental involvement policies.

The annual evaluation will be conducted by the schools Parent Partnership Team which is a team composed of school and parent representatives. This team meets monthly to plan focused activities and strategies in alignment with school goals and designed to improve student achievement

An annual meeting will be held to:

Review the current policy and make recommendations for modification of activities based on changing school goals and data about achievement

The evaluation will be conducted by reviewing relevant student achievement data including the school's portfolio of activities and events held during the previous school year.

The information will allow the Team to identify gaps in the effort and allow for the development of changes to close gaps in the achievement of schools goals.

Fulton Early Childhood Center will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community, to improve student academic achievement through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

the State's academic content standards

the State's student academic achievement standards  
the State and local academic assessments including alternate assessments, the

requirements of Part A, how to monitor their child's progress, and how to work with educators:

(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

Workshop: Reaching the Hardest To Involve Parents

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Providing materials to parents about NYS Standards, Homework Tips, How to raise a successful student, reading, math science and English Language Arts strategies

The importance regular school attendance, homework workshop, etc.

The school will provide parents with opportunities for parent in both written and workshop format, information about how to work with their child in core content areas, information about the Standards and testing, and workshops based upon parent surveys such as:

- Back To School BBQ 9/17
- Back To School Night 9/29
- Parent and Child Workshops – 6 Sessions Topics TBD
- Pizza and Pajama Night 12/8
- Winter Concert 1/29
- Fitness Fling 3/25
- Math Madness Night 4/22
- Spring Concert 5/14
- Field Day/Carnival June TBA

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:  
Parents and staff will be encouraged to attend a summer workshop entitled "Reaching the Hardest To Involve Parents", workshop designed to help parents and teachers form "Parent Partnership Teams" at the school level

The school will continue to support the Parent Partnership Team Program that provides a coordinated approach to increasing parent involvement meeting the requirements of NCLB

Workshops will be offered to staff such as:

All Teaching staff and Principals must take 25 hours of staff developed offered through the District, these include offering such as:

25 hours- Technological literacy: Applications, software and opportunity within the Schenectady City Schools computer network  
Already Ready Nurturing Writers in Pre-school and Kindergarten  
Analysis of NYS math tests-elementary  
Assessing Student Reading Levels and Introduction to Guided Reading Grades K-2  
Assessing Student Reading Levels and Introduction to Guided Reading Grades 3 - 6  
Project Based Learning in the Early Childhood Classroom  
Conferring With Young Writers

Balanced Literacy in 3-4 Classrooms  
Balanced Literacy K-2

Basic Computer Skills for Anyone - Part 1  
Basic Computer Skills for Anyone - Part 2  
Book Club/Literary Review

Effective Literacy Instruction in the Intermediate Classroom  
Effective Literacy Teaching in the Primary Classroom  
Guided Reading Lesson Planning and Teaching Grades 3 - 6  
Guided Reading Lesson Planning and Teaching Grades K-2  
Impact of Grammar on Core Academic Subjects  
Digital Storytelling

Implementing Words Their Way

Positive Behavior Support and Interventions  
Professional Book Study Classes

National Board Certification Skills - Investigation of the NBC Process & Reflection on Current Practice in Light of National Board Standards  
National Board Certification Support Group  
Reader's Workshop K-2: An Introduction to Shared and Independent Reading, Managed Independent Learning Centers, and Guided Reading

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Offering parents the opportunity to attend workshops, conference attendance and visitation to other programs as appropriate.

The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Parents will receive written communications from the school in a language parents can understand, to the extent practicable in flyers and through the school newsletter.

Schenectady City School District  
 Schenectady, New York  
 Fulton Early Childhood Center School  
 2009-2010

APPENDIX B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT  
 COMPACT  
 NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Fulton Early Childhood Center School on September 8, 2009, and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children in September of the appropriate school year.

SIGNATURES:

FULTON EARLY CHILDHOOD EDUCATION CENTER SCHOOL

_____ PRINCIPAL <i>S. Gorman</i>	_____ PARENT(S) <i>[Signature]</i>	_____ TEACHER <i>Kristy Nader</i>
DATE 9-8-09	DATE 11/16/09	DATE 9/8/09

Schenectady City School District  
Schenectady, New York  
Fulton Early Childhood Center  
2009-2010

APPENDIX B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT  
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**Part B: School-Parent Compact**

Fulton Early Childhood Education Center School, 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 2009-10 school year.

**Required School-Parent Compact Provisions**

**School Responsibilities**

Fulton Early Childhood Center 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:

Teachers at Fulton Early Childhood Center School serve on district sponsored curriculum writing projects.  
Increased frequency of regularly scheduled time for faculty and staff to share, reflect and learn about the implementation of effective instructional techniques and strategies.  
Professional development will focus on improved instruction.  
Mission statement of Fulton Early Childhood Education Center School emphasizes challenging and integrated curricula.  
Students are given support through our after school programs.  
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. Specifically, those conferences will be held:

For 2009-2010 Parent Conferences are offered: November 12, 16 and December 2.  
The compact will be shared at our PTO meeting, Parent Partnership meetings and Parent workshops.

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

Computer Access from Home  
Parent conferences when requested  
Progress reports  
Newsletters  
Email contact/Phone Calls/Notes

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parent conferences will be set up and can be requested by the parents by calling the school.  
Opportunities are provided by teachers for students to obtain extra help.  
Parent information nights and parent/student events and workshops are scheduled.  
Back to School night.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents make arrangements through the principal to observe classrooms.

Parent may sign up with our principal to volunteer their time or to participate in activities.

Teachers seek out parents to volunteer for field trips and other activities.  
School newsletter is published monthly and provides information to parents about a variety of parent opportunities including workshops, school events, and volunteer opportunities.

### Parent Responsibilities

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

Making sure that students attend school regularly and on time.

Making sure that homework is completed.

Monitoring amount of television their children watch.

Volunteering in my child's classroom when possible.

Participating, as appropriate, in decisions relating to my children's education

Making sure that my child uses their time out of school wisely

Be aware of my child's homework assignments and oversee homework completion.

Support the school's efforts to provide a safe and orderly environment.

Parents are encouraged to:

Stay 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.  
Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Schenectady City School District  
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2009-2010

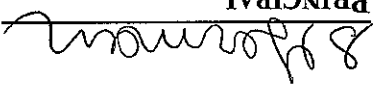
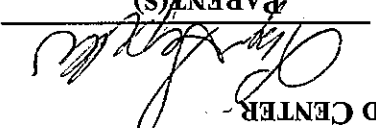
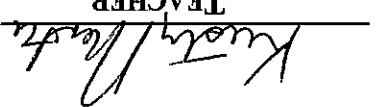
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**COMPACT**

*NCLB requirement for all Title I schools*

Part B: School-Parent Compact

SIGNATURES:

<b>FULTON EARLY CHILDHOOD CENTER</b>		
<b>PRINCIPAL</b>	<b>PARENT(S)</b>	<b>TEACHER</b>
		
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>
9-8-09	11/16/09	9/8/09

**APPENDIX B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

*NCLB requirement for all Title I schools*

**Part A: School Parental Involvement Policy**

**I. General Expectations**

Hamilton Elementary School agrees to implement the following statutory requirements:

- A. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- B. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- C. The school will incorporate this parental involvement policy into its school improvement plan.
- D. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- E. The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- F. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

1. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

a. that parents play an integral role in assisting their child's learning;

b. that parents are encouraged to be actively involved in their child's education at school;

c. that parents 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 carrying out of other activities, such as those described in section 1118 of the ESEA.

d. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New York State is located in Rochester NY. The website is: <http://www.epicforchildren.org/locations.cfm?id=5266&cat=1336&grpId=1341>

## II. How Hamilton Elementary School Will Implement the Required Parental Involvement Policy Components

A. Hamilton Elementary School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

1. Parent representatives will be invited to a joint meeting with the school to review and suggest changes to the policy.  
2. A simple majority vote will determine the final policy statement

B. Hamilton Elementary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

1. A committee composed of parents and staff will review school data relevant to school programs and make suggestions for modifications to program procedures

C. Hamilton Elementary School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

1. The school will form a Parent Partnership Team designed to increase student achievement by providing home focused, school focused and partnership focused activities and strategies in a coordinated manner.

D. Hamilton Elementary School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Reading First, Special Education and State-operated preschool programs, by:

1. Ensuring that program supervisors are aware of the parent involvement requirements under NCLB

2. Information and opportunities are provided to supervisors, teachers, and parents of children in these programs to receive timely information about workshop opportunities available to them

F. Hamilton Elementary School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

1. The annual evaluation will be conducted by the schools Parent Partnership Team which is a team composed of school and parent representatives. This team meets monthly to plan focused activities and strategies in alignment with school goals and designed to improve student achievement

An annual meeting will be held to:

2. Review the current policy and make recommendations for modification of activities based on changing school goals and data about achievement
3. The evaluation will be conducted by reviewing relevant student achievement data including the school's portfolio of activities and events held during the previous school year.
4. The information will allow the Team to identify gaps in the effort and allow for the development of changes to close gaps in the achievement of schools goals.

F. Hamilton Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community, to improve student academic achievement through the following activities specifically described below:  
The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

a. Parents and staff will be encouraged to attend a summer workshop entitled "Reaching the Hardest To Involve Parents", workshop designed to help parents and teachers form "Parent Partnership Teams" at the school level

6. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- 1) Back To School Orientation – What to expect for your child this year
- 2) Family BBQ – Information for Parent about School Procedures
- 3) ELA Reading Night
- 4) Math Night
- 5) Spring Fling – Parent Information Cafe'
- 6) Fitness Night
- 7) Safety Night
- 8) Multicultural Night

c. The school will provide parents with opportunities for parent in both written and workshop format, information about how to work with their child in core content areas, information about the Standards and testing, and workshops based upon parent surveys such as:

- a. Providing materials to parents about NYS Standards, Homework Tips, How to raise a successful student, reading, math science and English Language Arts strategies
- b. The importance regular school attendance, homework workshop, etc.

5. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- a. Providing materials to parents about NYS Standards, Homework Tips, How to raise a successful student, reading, math science and English Language Arts strategies
- b. The importance regular school attendance, homework workshop, etc.

3. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

- 2. the State's student academic achievement standards
- 1. the State's academic content standards

4. (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

Workshop: Reaching the Hardest To Involve Parents

- b. The school will continue to support the Parent Partnership Team Program that provides a coordinated approach to increasing parent involvement meeting the requirements of NCLB

c. Workshops will be offered to staff such as:

All teaching staff must take 30 hours of staff development offered through the District, these include offering such as:

- 1) 25 hours- Technological literacy; Applications, software and opportunity within the Schenectady City Schools computer network
- 2) Already Ready Nurturing Writers in Pre-school and Kindergarten
- 3) Analysis of NYS math tests-elementary
- 4) Assessing Student Reading Levels and Introduction to Guided Reading Grades K-2
- 5) Assessing Student Reading Levels and Introduction to Guided Reading Grades 3 - 6
- 6) ATLAS Tutoring Data Analysis 2009-2010
- 7) Balanced Literacy in 3-4 Classrooms
- 8) Balanced Literacy K-2
- 9) Basic Computer Skills for Anyone - Part 1
- 10) Basic Computer Skills for Anyone -Part 2
- 11) Book Club/Literary Review
- 12) Effective Literacy Instruction in the Intermediate Classroom
- 13) Effective Literacy Teaching in the Primary Classroom
- 14) Guided Reading Lesson Planning and Teaching Grades 3 - 6
- 15) Guided Reading Lesson Planning and Teaching Grades K-2
- 16) Impact of Grammar on Core Academic Subjects
- 17) Introduction to Readers Workshop: The First 20 Days of Independent Reading Grades 3 - 6
- 18) Islam 101: Myths and Realities

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- 19) National Board Certification Skills - Investigation of the NBC Process & Reflection on Current Practice in Light of National Board Standards
- 20) National Board Certification Support Group
- 21) Reader's Workshop K-2: An Introduction to Shared and Independent Reading, Managed Independent Learning Centers, and Guided Reading
- 7. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Reading First, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
  - a. Offering parents the opportunity to attend workshops, conference attendance and visitation to other programs.
- 8. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - a. Parents will receive written communications from the school in a language parents can understand, to the extent practicable in flyers and through the school newsletter.

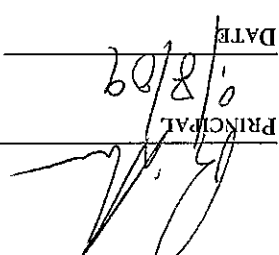
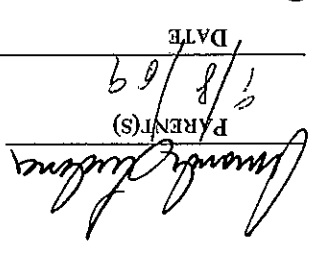
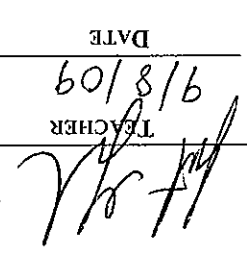
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Part A: School Parental Involvement Policy

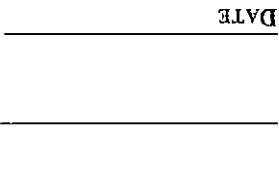
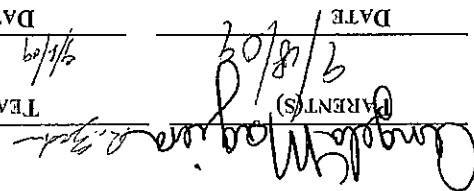
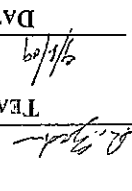
IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I/Part A programs. This policy was adopted by the Hamilton Elementary School on 9/8/09 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children in September of the appropriate school year.

SIGNATURES:

HAMILTON ELEMENTARY SCHOOL		
PRINCIPAL	PARENT(S)	TEACHER
		
DATE	DATE	DATE
<u>9/8/09</u>	<u>9/8/09</u>	<u>9/8/09</u>

PRINCIPAL	PARENT(S)	TEACHER
		
DATE	DATE	DATE
<u>9/8/09</u>	<u>9/8/09</u>	<u>9/8/09</u>

- Teachers at Hamilton Elementary School serve on district sponsored curriculum writing projects.
- Increased frequency of regularly scheduled time for faculty and staff to share, reflect and learn about the implementation of effective instructional techniques and strategies.
- Professional development will focus on improved instruction.
- Mission statement of Hamilton Elementary School emphasizes challenging and integrated curricula.
- Students are given support through our before and after school programs.

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:

1. Hamilton Elementary School will:

**School Responsibilities**

**Required School-Parent Compact Provisions**

This school-parent compact is in effect during the 2009-10 school year.

Hamilton Elementary School, 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.

**Part B: School-Parent Compact**

**APPENDIX B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**  
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2009-2010

Hamilton Elementary School

Schenectady, New York

Schenectady City School District

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. Specifically, those conferences will be held:

- For 2009-2010 Parent Conferences are offered: November 10, 19 and December 2.
- The compact will be shared at our PTO meeting, Parent Partnership meetings and Parent workshops.

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

- Computer Access from Home
- Parent conferences when requested
- Progress reports
- Newsletters
- Email contact
- Phone Calls
- Teacher weekly notes

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parent conferences will be set up and can be requested by the parents by calling the school.
- Opportunities are provided by teachers for students to obtain extra help.
- Parent information nights and parent/student events and workshops are scheduled.
- Back to School night.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents make arrangements through the principal or social worker to observe classrooms.
- Parent may sign up with our principal or social worker to volunteer their time or to participate in activities.
- Teachers seek out parents to volunteer for field trips and other activities.
- School newsletter is published and provides information to parents about a variety of parent opportunities including workshops, school events, and volunteer opportunities.

**Parent Responsibilities**

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

- Making sure that students attend school regularly and on time.

- Stay 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.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I Part A parent representative on the school's School Improvement Team, the State's Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Attend the PTO, PPT and PBIS meetings in the building.

Parents are encouraged to:

- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom when possible.
- Participating, as appropriate, in decisions relating to my children's education
- Making sure that my child uses their time out of school wisely
- Aware of my child's homework assignments and oversee homework completion.
- Support the school's efforts to provide a safe and orderly environment.
- Read to my child regularly
- Attend parent conferences

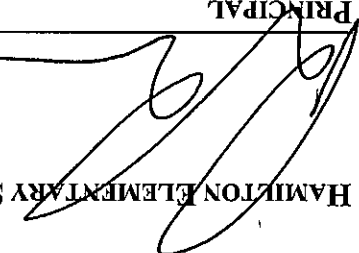
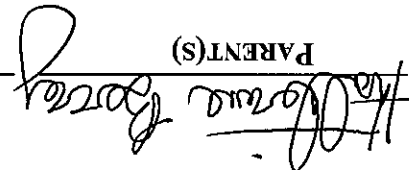
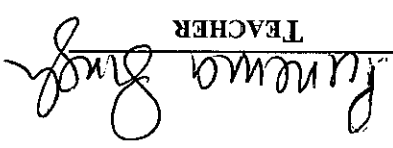
APPENDIX B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT  
NCLB requirement for all Title I schools

Schenectady City School District  
Schenectady, New York  
Hamilton Elementary School  
2009-2010

Part B: School-Parent Compact

SIGNATURES:

HAMILTON ELEMENTARY SCHOOL

		
PRINCIPAL	PARENT(S)	TEACHER
_____	_____	_____
DATE	DATE	DATE

_____	_____	_____
DATE	DATE	DATE
_____	_____	_____
PARENT(S)	TEACHER	TEACHER