

GLENMOUNT ELEMENTARY/ MIDDLE SCHOOL



Family Engagement Plan



Pride, Potential and Purpose

Family Engagement Plan

Glenmount Elementary and Middle School

Approved 2015

Pride, Potential and Purpose

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About this Family Engagement Plan:

The Glenmount Elementary and Middle School Family Engagement Plan is a road map for how families can be engaged in their child's education. It is a living document to be reviewed and updated annually. Title I of the Elementary and Secondary Education Act (the biggest federal program for assisting education) requires that each school meet certain requirements for parent involvement and that the school have a "parent involvement policy," jointly developed with, and approved by, the parents of the school, that spells out how each of the involvement requirements will be carried out. The Glenmount Elementary and Middle School's Family Engagement Plan was jointly developed with, and approved by, the parents/caregivers of Glenmount's students, unleashing the positive impact of full family engagement for the academic success of children.

About the Partners in Education (PIE)

Partners in Education (PIE) is a family engagement project which engages school and family leaders as equal partners in planning for their children's education. The Partners in Education working group at Glenmount was launched in 2014 and engaged parents, grandparents, students, school administrators, teachers and other school staff in a series of discussions to come to agreement on content of this Family Engagement Plan which was first approved by Glenmount Elementary and Middle School parents and caregivers in March 2015. Following approval of the plan, the Partners in Education working group has worked to implement the plan and help build the capacity of Glenmount's Parent Teacher Association (PTA). PIE was developed in partnership with: Generations United (www.gu.org), the Center for Law in Education (www.cleweb.org), and the Grandfamilies PTSA of Baltimore (www.grandfamiliesptsa.org) with the generous support of the W.K. Kellogg Foundation.

About Glenmount Parent Teacher Association (PTA)

Glenmount Elementary and Middle School Parent Teacher Association (GEMS PTA) is an affiliate of the PTA Council of Baltimore City, Maryland PTA, and the National PTA, the largest volunteer child advocacy group in the nation. The overall purpose of GEMS PTA is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children. Membership in Glenmount PTA is open to any dues-paying GEMS school staff, parent, grandparent, caregiver or community member who is interested in helping parents and teachers cooperate intelligently in the education and success of children and youth.

About the use of the word "parent":

Title I defines parent as follows: "The term "parent" includes a 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)." 20 USC 7801(31). For purposes of this Family Involvement Plan, rather than only using the word "parent," we will use the "parent/caregiver" to reflect the true definition under the law. Parent/caregiver refers to parents, legal guardians, and anyone standing in the place of a parent, like a grandparent, who may or may not have a legal relationship to the child.

Photographs courtesy of the W.K. Kellogg Foundation.

Supporting Your Child's Education

1. Reasonable Access to School Staff

[Parents](#)/caregivers shall have reasonable access to school staff.¹

A. Methods of contacting school staff:

- Parents/caregivers may contact school staff through:
 - A phone call to the main office number.
 - A note sent to school or left in the main office.
 - E-mail to the teacher or other staff member.
 - Speaking with the teacher or other staff member in-person at a time that does not disrupt instruction.

B. Scheduling appointments:

- Parents/caregivers may schedule an appointment with teachers directly or through the main office by any of the methods above.
- Teachers will also post signs in a visible location in the classroom with their availability for pre-scheduled meetings with parents/caregivers. Signs will include information about how to schedule a meeting or phone call. The teacher and parent/caregiver will seek to find a meeting time that works well for everyone's schedule and does not disrupt instruction.

C. Availability:

- All teachers and administrators and most school staff are available by phone, email, and in person during designated times.
- Teachers are encouraged to make one of their planning periods available for meetings with parents/caregivers who make advance arrangements. Teachers may make themselves available after school, but parents/caregivers should be aware that teachers are not required to stay after school beyond ten minutes.
- School staff may also choose to make themselves available through other ways, such as through blogs or other online tools, as long as they do not replace availability by phone and in person.
- In addition to other requested meetings with teachers, parents/caregivers may speak with teachers during quarterly parent-teacher conferences. ([See Section 5](#))
- Please reference the "Accessibility" section ([Section 12](#)) of this policy for accommodations for parents/caregivers and students with special needs.

¹ Each section contains the Title I requirements for parent/caregiver involvement. Title I requires that family involvement policies spell out how the requirements will be met. Thus, each requirement is followed by how the school will carry it out.

D. Response time:

- School staff will respond by close of business the day after a parent/caregiver makes a request.
- If parents/caregivers do not receive a response within this time frame, they may contact school administration.
- If parents/caregivers ask for a meeting, the staff member will respond within that same time frame to schedule it. The meeting should be scheduled within a week or at the earliest possible convenience of everyone involved.



2. Opportunities to Volunteer and Participate in Classes

Parents/caregivers shall be provided with opportunities to volunteer with the school and participate in their child's classes.

A. Types of opportunities:

Parents/caregivers will be given multiple opportunities for volunteering and for participating in their child's class. Parents/caregivers may participate in activities such as:

- Classroom volunteer
- American Education Week activities
- Entry and dismissal
- Fundraising
- Field trips
- Cafeteria assistance
- Fun and Field Day
- Assemblies
- Family Nights
- Science Fair
- Recess
- Distribution of materials and supplies
- Inventory
- Other activities identified and led by the [Parent Teachers Association](#)
- Other activities identified by teachers or school staff and communicated to the volunteer coordinator



B. Sharing and promoting volunteer opportunities:

- Teachers and school staff will communicate needs for volunteers to the volunteer coordinator, who will record those needs.
- A volunteer interest survey with a list of opportunities will be shared and collected by the volunteer coordinator at a back-to-school volunteer fair and at least one other school-wide event.
- Information about opportunities to volunteer and participate will also be provided outside the meetings – e.g., by sending information home to all parents/caregivers, posting on a [parent board](#) near the main office, parent connect calls, and displays on the marquee.

C. Process for volunteering:

- *In the classroom*
 - Volunteers must attend a volunteer orientation to review volunteer needs, roles and responsibilities, volunteer agreements, sign-in logs, fingerprinting and background checks.
 - Additional training will be provided when needed for particular activities.
- *Outside of the classroom*

- Volunteers interested in opportunities outside the classroom should contact the volunteer coordinator for information about current opportunities, training, and documents for a background check.

D. Recognizing volunteer accomplishments:

- The school will recognize accomplishments of volunteers in at least one school-wide event and on the [parent board](#).

E. Feedback from volunteers:

- The volunteer coordinator will receive and discuss feedback from volunteers through regular debrief meetings and an anonymous written survey.

“I want our children to have an equal opportunity to succeed in life and have access to a high quality education.”



3. Observation of Classroom Activities

Parents/caregivers shall have opportunities for observation of classroom activities.

Parents/caregivers are welcome to observe their children's classrooms to learn what their children and teachers are doing and how they can support their children at home.

A. Arranging an individual classroom visit:

Parents/caregivers may observe their children's classrooms at any time without notice for up to 20 minutes. If they wish to stay for longer than 20 minutes, they should contact the volunteer coordinator to follow the orientation and clearance process and make advance arrangements with the teachers. Teachers may choose to make individual arrangements with a parent/caregiver of a child in their classroom to extend time in the classroom without the parent/caregiver completing the volunteer clearance process as long as it is not a daily or regular occurrence.

B. School-wide opportunities for all parents/caregivers to observe their children's classes:

The school will offer at least three open house days where families are encouraged to spend as much of the regular school day in the children's classes as they can. These should be held in the early, middle, and late parts of the year.

C. Conditions for classroom observation:

- If parents/caregivers are not a distraction to the students or teachers, they are always welcome.
- If parents/caregivers become a distraction to the students or teachers, the teacher may ask that they leave the classroom. If parents/caregivers disagree with the teacher's decision regarding their observation of the classroom, the parent/caregiver may raise it with the [School-Family Council](#).



- Parents/caregivers should not use their cell phones in the classroom and should turn them off or put them on vibrate.
- Teachers are encouraged to create a "parent/caregiver corner" in the classroom, which includes information on observation policies

4. Frequent Reports to Parents/Caregivers on Children’s Education

The school shall provide parents/caregivers with frequent reports on their children’s progress.

Parents/caregivers should receive frequent reports about their children's education, in order to most effectively collaborate with the school to support their children's learning.

A. Information to be included in reports:

- The child's grades.
- Specific skills, knowledge, and material children are expected to learn, including benchmarks, for each grade.
- The individual child’s mastery of those specific skills, knowledge, and material and progress towards the benchmarks.
- The child’s behavior and social skills development.
- Clear explanations of terms used throughout the report that parents/caregivers might not understand or know how to interpret, including explanations of each benchmark.
- How to contact the teacher or other school staff with additional questions.

B. Methods and Frequency of Reports:

- Progress reports are mailed home after each of the four marking periods, with interim reports half-way through the quarter. In cases where reports indicate an area that needs improvement, teachers will follow up by phone, email or in person 2-3 weeks afterward to provide an update on the student’s progress.
- Updates on students’ progress are entered each week in the electronic [Parent Portal](#) and can be accessed by parents/caregivers at any time.

C. Training on accessing and understanding the report information:

The school will provide training at least two times a year to help parents/caregivers understand how to access, use, and interpret information in the [Parent Portal](#), the progress reports, and any new data on the students’ progress through other reporting methods. (See also [Section 13](#), “Assistance in Understanding Information and Topics.”)

D. Assessing and improving use and effectiveness of the reports:

With the participation of parents/caregivers, the school will:

- Assess the extent of access to the [Parent Portal](#) and the extent to which quarterly and interim reports have reached parents/caregivers.
- Assess the extent to which parents/caregivers understand the information and have been able to use it to work with their child and the school.
- Identify barriers to greater access, understanding, and use of the information.
- Consider and implement changes to improve access, understanding, and use.

5. Parent-Teacher Conferences

Parent/caregiver-teacher conferences shall occur at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.

Parents/caregivers and teachers will meet regularly during the school year to monitor students' educational and behavioral progress, discuss their strengths and weaknesses, and plan ways to best support their learning.

A. Frequency of conferences:

- Conferences will be held one or two times per quarter following report cards and progress reports.
- Parents/caregivers and teachers may request a conference at any time.
- The school will offer additional meetings in the winter and spring for parents/caregivers of children in transition grades (pre-k, 1st, 6th, and 8th) to help them support and reinforce learning, and to adjust to or plan for transitions to different settings. This includes information related to high school and middle school choices.

B. Parent/caregiver-teacher conferences and meetings will include:

- Specific grade-level expectations for what students should be learning, in terms of specific skills and knowledge.
- Curriculum, themes, and what students are working on in classes.
- The student's achievement and extent of mastery of the specific skills and knowledge that are expected.
- The student's strengths, academic interests, areas of high motivation and engagement, and areas for growth.
- Upcoming benchmark testing and results of student's tests.
- Available student supports
- The [School-Parent Compact](#) as it relates to the child's achievement, and any issues in following the compact.
- School schedule and attendance information.
- Any projected major concerns with academic, behavior, or social performance or attendance including when a child is nearing a suspension.
- Emphasis on the school motto and its implications.
Discussions with the parent/caregiver and student to develop mutually agreed upon goals for academic excellence, attendance, extracurricular activity, student support, and enrichment.
- Parents/caregivers will:
 - Attend the conferences, as agreed upon in the [School-Parent Compact](#).
 - (For middle school students) Provide information to teachers regarding whether the student is involved in after-school volunteering/school service learning hours.

- Raise any needs for school support in areas that adversely impact the student's achievement, health, safety, mental health, and security in school, at home or in another out of school setting.
- Students will:
 - Participate in conferences.
 - The school will explore piloting student-led conferences.



6. Supporting Student Learning at Home

(Family Responsibilities and School Supports to Families)

The [School-Parent Compact](#) shall describe the ways in which each parent/caregiver will be responsible for supporting their children's learning, such as ... monitoring homework completion.

The school shall:

- provide assistance to parents/caregivers in understanding how to monitor progress and work with educators to improve the achievement of their children;
- provide materials and training, such as literacy training and using technology, to help parents/caregivers work with their children to improve their achievement.

Parents/caregivers support of learning at home is a key element of a student's successful learning. Glenmount School will provide help for parents/caregivers to support their child's learning at home.

A. Monitoring completion of homework:

- Parents/caregivers should be aware of nightly homework expectations, and check that it is completed.
- Students should share schoolwork and school communications each night with their parents/caregivers, including information about due dates for assignments. Students are encouraged to discuss what they learn each day with their parents/caregivers.
- Teachers will provide a summary of skills taught by quarter to parents/caregivers. Each grade will establish and communicate a method of weekly communication about assignments and other expectations for the week. The communication method must meet the accessibility requirements addressed in [Section 12](#) of this Policy.
- The school will promote the use of the resources of the district's Information Technology Office in encouraging parents/caregivers to sign-up on the [Parent Portal](#) and supporting the school's use of the [PowerSchool SMS mobile on-line application](#) for posting classroom work, homework, [coach class](#), and grade progress reporting.

B. Helping with homework:

- Parents/caregivers:
 - Should provide child with a quiet place to complete homework.
 - Should check the homework and respond to questions from their child about homework.
 - Should read and practice with their child when possible.
 - Are encouraged to require their child to read at least 20 minutes a day and complete at least 20 minutes of math practice.
 - Are encouraged to spend time, when possible, sitting with their child to help with homework.
- Students:
 - Are responsible for:

- Copying homework assignments accurately.
 - Bringing home assignments and any additional materials needed to complete them.
 - Completing homework and projects on time.
 - Asking for help from parents/caregivers and teachers as necessary.
 - Are encouraged to eliminate distractions such as TV while doing homework.
- School staff will:
 - Provide materials such as tri-fold boards, construction paper, etc. for students to complete assignments. Additional supplies may be provided upon request if available.
 - Communicate about and offer information about student [coach class](#) for students who need assistance. Parents/caregivers should be invited to attend a [coach class](#) along with the student if beneficial.
 - Provide training and tips for parents/caregivers on overall strategies and pointers for helping children with their school work and information about where to get help or advice.
 - Assemble a list of parent/caregiver resources online to help student learning at home and send copies home by request for non-computer users.
 - Offer training about the [Parent Portal](#).
 - Offer trainings on Common Core standards for what students should be learning.
 - Communicate with parents/caregivers about patterns of missed homework.
 - Conference individually with students to identify barriers to homework completion and develop and implement strategies to address them that involve the parent/caregiver where appropriate.
 - Make study hall available to students when possible.



C. Involving students in real-world activities that support the school curriculum:

- Parents/caregivers are encouraged to:
 - Involve children in real world activities and situations that support the curriculum provided by the school, such as educational board games, trips to museums, and budgeting.
 - Expose children to as many cultural experiences outside the school day as possible.
 - Volunteer to support and chaperone field trips.
- Students are encouraged to:
 - Read for pleasure during free time to learn new things.

- Read a variety of texts, including magazines, newspapers, menus, recipes, etc.
- Participate in extracurricular activities.
- The school will:
 - Provide subscriptions to education magazines for a small fee (Scholastic News, Highlights magazine).
 - With the help of the [PTA](#), provide a list of free and low-cost appropriate activities available in the community.
 - Encourage teachers to provide opportunities for field trips and other real-world learning experiences.
 - Help fundraise for school trips. The PTA may be a helpful resource to provide support with the logistics of planning field trips if teachers elect to have them.
 - Seek to make use of the School Support Network’s fine arts initiatives, which support implementation of City Schools’ fine arts programming, including visual arts, dance, music, and theater. That programming is based on the premise that integrated arts activities serve the whole child and promote creative thinking and increased achievement.

D. In support of the above, the school will seek to make use, as appropriate, of the following resources:

- The district’s Teaching and Learning department (which prepares students through curriculum, assessment and professional development that facilitates the learning of students, teachers and school administrative leaders).
- The [School-Family Council](#) and [PTA](#).
- Advisory board, community organizations, and other well-respected partners.
- The school’s 45th District state legislative representatives and 2nd district city council representative.

“Oftentimes, we don’t realize how important it is to come out and share in our children’s activities, but...it is crucial that you take time to partner to help your child in their education.”

7. Helping Children Be Ready for School

(Family Responsibilities and School Supports)

The [School-Parent Compact](#) shall describe the ways in which each parent/caregiver will be responsible for supporting their children's learning, such as ... monitoring attendance.

A. Monitoring and helping the child with attendance and coming to school prepared:

- Parents/caregivers should:
 - Ensure their child attend school on time daily.
 - Ensure their child wears his/her school uniform.
 - Ensure their child brings with him/her all needed materials and completed assignments.
 - Notify the school about a child's absence in writing the day the child returns to school. As a courtesy, parents/caregivers may contact the school by phone on the day of the child's absence.
 - Consider these suggestions:
 - Make school part of your family's daily life.
 - Set routines that your family sticks to every day and make sure the children in your family follow them. Have specific times for waking up, starting to do homework and going to bed. Check in with your child in the evening to ask about their day at school and to find out what they learned.
 - Keep in touch with your child's school.
 - Maintain contact with your child's teachers to keep up with what's being taught in the classroom and to keep an eye on your child's progress. You can also check your child's attendance through [Parent Portal](#). Be sure to let the school know when the child needs to miss school. And, do not forget to update your contact information with the school if your phone number or address changes.
 - Connect with other parents/caregivers or members of your community so that you have a list of people you can reach out to for help (like a back-up for transportation) for days that things do not go according to plan (and you need help getting your child to or from school).
 - Know the school's attendance policy and what is being taught in the classroom. Find out when being sick is sick enough to stay home.



- Students should:
 - Come to school on time.
 - Wear their school uniform.
 - Bring needed materials and completed assignments.

- School staff will:
 - Send robo-calls to the home when the student is absent.
 - Send letters notifying parents/caregivers of absences with information about the consequences of multiple absences and about resources and school staff who can work with them to address absences.
 - Develop and make available a mechanism for parents/caregivers to meet with the school to jointly develop strategies for addressing school absences.
 - Give parents/caregivers the option to have their child restricted from extracurricular activities if they are not going to school regularly.



B. Providing materials and supplies:

- Parents/caregivers:
 - Should provide appropriate materials and supplies including those identified in the school list at the beginning of the year, or seek assistance through school or community programs if financial circumstances pose barriers to buying them. The school will make parents/caregivers aware of that option and ensure that such requests and assistance remain confidential.
 - May donate additional supplies.

- Students should:
 - Come to school prepared to learn and bring completed assignments and all necessary tools and materials for learning, including paper and pencils.
 - Tell parents/caregivers and/or teachers when supplies are needed.

C. Promoting positive behaviors:

- Parents/caregivers should:
 - Support the school in developing positive behaviors by encouraging and promoting [Positive Behavioral Interventions and Supports \(PBIS\)](#) both at home and at school.
 - Discuss, model, and reinforce appropriate behaviors at home, in the community and at school.
 - Avoid being a contributing factor to negative behavior or being a bystander.

- Minimize problems at home that could negatively impact a child's performance.
- Students will:
 - Follow rules on the way to school, during school, and on the way home from school.
 - Try their best to resolve conflicts without negative confrontations or bullying.
 - Be respectful.
 - Tell teachers, school staff, and other adults of problems that occur between students.
- The school will:
 - Provide the Baltimore City Schools [Code of Conduct](#) to parents/caregivers, and students. (available at www.baltimorecityschools.org/Page/25270).
 - Conduct workshops, send out newsletters, and share other information (pamphlets, letters) that assist students and parents/caregivers be ready for school.
 - Schedule conflict resolutions when issues arise to address the way the [Code of Conduct](#) is applied.



8. Communicating and Working with the School and Participating in Educational Decisions about the Child

(Family Responsibilities and School Supports)

As part of the family involvement policy, the school shall jointly develop with parents/caregivers for all children a school-parent compact that outlines how parents/caregivers, the entire school staff, and students will *share the responsibility for improved student academic achievement and the means by which the school and parents/caregivers will build and develop a partnership to help children achieve the State's high standards*. Such compact must:

- *Address the importance of communication* between teachers and parents/caregivers on an ongoing basis through, at a minimum, [the activities addressed in [Sections 1-5](#)]
- Describe the ways in which each parent/caregiver will be responsible for supporting their children's learning, such as [the activities in [Sections 6-7](#)], and
- Describe how parents/caregivers will *participate, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time*.

A. Checking and responding to communication from the school:

- Parents/caregivers should:
 - Check students' backpacks daily.
 - Check the folder sent home weekly with their child for information about activities, events, assignments, student work, notes from school staff and other communications from the school.
 - Use the weekly folder for two way communication and respond to requests from the school by the date requested in the communication or within 24 hours.
- Students will:
 - Share their schoolwork and school communications each night with their family, including notices for parents/caregivers.
- School staff will:
 - Send home notices to families and post duplicate copies in the main office and/or the information board outside the office.
 - Develop and implement with families a clear and effective structure and form for communication (such as weekly folders) that make it as easy as possible to see, understand, and respond to school communications.
 - Teach students organizational and communication skills and methods for keeping track of information, including assignments and student work, and for communicating with their families about it.
 - See also the school's role in [Sections 11-13](#) on access and assistance, [Section 1](#) on access to staff, [Section 4](#) on reports to parents/caregivers, and [Section 6](#) on supporting learning at home.

B. Attending meetings related to the student's achievement:

- Parents/caregivers will:
 - Attend parent/caregiver-teacher conferences, parent/caregiver workshops and as many [School-Family Council \(SFC\)](#), [Parent Teacher Association](#), meetings as much as possible during the school year to increase student achievement in reading, mathematics, and science.
 - Participate in [Student Support Team \(SST\)](#), [Individual Education Plan \(IEP\) Team](#), [Parent Portal](#), and Budget meetings when applicable.
- Students will inform parents/caregivers of the dates and times of key meetings.
- School staff will:
 - Post information about key meetings on the marquee, contact parents/caregivers with robo-calls and notices through folders and the [parent board](#).
 - Recognize family members' participation (such as through "volunteer of the month" and other awards and incentives).
 - Effectively address barriers to family participation, including through clear messages about the content and significance of the meetings, scheduling events at convenient times, and facilitating transportation and child care. (See also [Sections 11-13](#) on access and assistance and [Section 5](#) on parent/caregiver-teacher conferences.)



C. Working with the school to make educational decisions about the child:

- Parents/caregivers will have a voice in educational decisions made about their child, including but not limited to promotions, retentions, schedules, Individual Education Plans and testing, and Student Support Team strategies.
- The school will provide parents/caregivers two weeks' notice in advance of meetings to discuss decisions related to the above issues and will work with the parents/caregivers to find a time that suits all.
- Educational decisions about a student will be jointly made between the parents/caregivers and the school, not just appealed afterward. Parents/caregivers should be given full information to make informed educational decisions.
- When the parent/caregiver, after discussion with the school, thinks the student could succeed at a higher level, the child should be permitted to try. Before a child is determined not to be ready for a higher or more challenging course level, program or grade, services and support that may make it possible for the child to succeed at that level will be considered (both in advance of the move and while in the higher level).

- Before decisions are made, the Student Support Team must meet with students, typically those who are identified in their teacher’s second quarter risk assessments. Decisions are not made until the third quarter and parents/caregivers are invited to attend these discussions in early spring.
- Parents/caregivers have the right to appeal retention and promotion decisions at the district level and the right to deny testing for an IEP. Parents/caregivers will have an opportunity to meet with the principal before the final decision to promote or retain their child is made.
- Parents/caregivers will be fully informed of their additional rights concerning decisions about students who may have disabilities and students who are English-language learners.
- Students will participate in decisions about their education and communicate their views to the parent/caregiver and the school. The student’s perspective and voice will be recognized by the school and parents/caregivers as a critical part of the decision-making process.
- School staff will:
 - Provide parents/caregivers with full information about their rights through meetings, phone calls and notices, which includes information about academics and student work; processes and guidance for teacher recommendations; criteria for decisions, choices and recommendations; methods for parent/caregiver input; what students can do; implications of the decision (including whether a programming decision may affect whether a child is eligible for certain courses or programs in later grades); and help in understanding the information. (See also [Sections 12 & 13](#) on accessibility and assistance.)
 - Mediate differences between teachers, parents/caregivers, and students.
 - Support elevating the student voice in the process.
 - Draw upon the support of the Executive Director and Facilitator of the school district’s Network and other resources of Baltimore City Public Schools (BCPS) in developing these mechanisms with parents/caregivers, as well as in carrying out other elements of the policy.



Working Together to Improve the School for All Children

9. Family Involvement in the Planning, Review, and Improvement of School Programs and Policies

The school shall involve parents/caregivers, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I.

Jointly Developing the Schoolwide Program Plan

The school shall involve the parents/caregivers of the school, in an organized, ongoing, and timely way, in jointly developing the schoolwide program plan, which:

- Spells out how the school will provide each required component of a quality education program for all students, including:
 - Accelerated and enriched curriculum aligned with state standards;
 - Effective instructional methods;
 - Timely and effective assistance whenever the student is having difficulty mastering any of the standards;
 - Highly qualified teachers who are receiving high-quality, ongoing professional development to enable every student to meet the state standards; and
 - Additional issues identified jointly by the students, parents/caregivers and school staff.
- Is based on a comprehensive assessment of the school’s needs relative to each required program component.
- Is developed with the involvement of middle-school students.

A. “Joint development” defined: A group effort between the school and the families of the school in which all the participants:

- Have a voice and develop the plan from the beginning.
- Are engaged before a decision is made.
- Are not simply being heard – but are developing it together, throughout the process, as equal partners.
- Come to the table with much of the same basic background information needed to inform the decisions.
- Strive to make decisions by consensus. If not achieved, a vote showing basic widespread agreement both among the families and among the staff can allow the group to go forward until the next discussion.
- Create a safe space to share input emphasizing respect and listening to everyone.
- Have a clear time frame for input and discussion before making a decision.

B. Participants:

- The joint development process will be open to all, but there will be a core group of at least 25 members, with roughly equal numbers of parents/caregivers and school staff, and at least two students.
 - This core will include the members of the [School-Family Council \(SFC\)](#) and the [Instructional Leadership Team \(ILT\)](#).
 - To maintain continuity, the core members will be committed to the process and be willing to attend and participate in regular meetings over the course of the eight-nine months of developing and conducting the needs assessment and developing the schoolwide plan.
- A steering committee will plan meetings. The steering committee is made up of at least 3-4 parents/caregivers (identified by the [PTA](#) in conjunction with the family members of the [SFC](#)) a similar of staff members from the ILT identified by the principal, and at least one student, identified by the Student Government Association (SGA).

*“There is no wrong answer,
so raise your voice.”*

C. Communication, discussion, and outreach while developing the schoolwide plan:

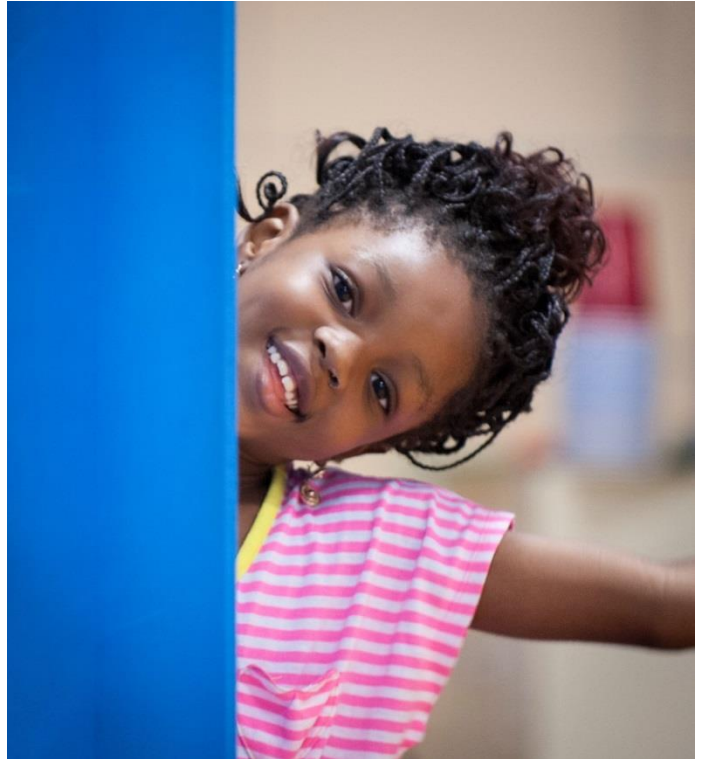
- Because strong staff participation is essential, many meetings will have to be during or right after school, when many parents/caregivers cannot attend. To enable other parents/caregivers to participate, parallel evening or weekend meetings, with at least some staff participation, will be held on a regular basis throughout the process to provide input into the assessment and planning.
- There will be back-and-forth sharing and discussion for each component of the schoolwide plan during each stage of the process – in designing the assessment for that component, in reviewing the assessment results, and in developing the plan for each component. At each stage, there will be discussion both before drafting and in reviewing a draft.
- Consistent with district policy, there will be regular efforts by parents/caregivers and student members of the core group to communicate fully with and seek the input of other parents/caregivers and students, with support from the school, the PTA, and the SGA.
- Communications, discussion, and outreach will be conducted consistent with the provisions for ongoing communication in [Section 1](#) of the plan that was used for jointly developing the Family Involvement Policy (attached as the [Appendix](#)).

D. Conducting the comprehensive needs assessment for each required component of the plan

Participants will:

- Start discussion of each required program component by asking what is the requirement’s goal or specific purpose.

- Structure the process around *the “7 Key Questions”* (What should our children be learning? Is that what we are teaching? Are we teaching it well? Is each child getting the attention s/he needs in order to learn it well? So is s/he learning it? How do we make important decisions about the child? Who’s the “we”/How do we get there?) that correspond to key components.
- Develop particular *criteria* for what each key component should look like (e.g., the characteristics of high-quality staff development). The criteria should be clear enough, specific enough, and good enough that meeting them will effectively carry out the required component and fulfill its purpose.
- Design the assessment of each component to accurately determine the extent to which the particular criteria for that component are currently being met.



E. Developing the plan for each program component:

- Based on the results of the assessment, for each component we will develop a plan that is clear enough, specific enough, and good enough to result in the quality criteria for that component being met -- ultimately resulting in positive answers to all the key questions, widely shared, understood, and implemented by the entire school community.
- See also “Communication, Discussion, and Outreach” above, including back-and-forth discussion.

F. Information and training needed for parents/caregivers to play a fully informed and constructive role as active partners.

The school will:

- Provide a combination of in-meeting facilitation and pre-meeting trainings to bring parents/caregivers up to speed about each topic.
- At the meetings, facilitation will ensure that terms, processes, and other background information are understood.
- So meeting time is used most effectively, regular pre-meeting trainings will be provided for parents/caregivers on upcoming topics.
- Use visuals to help make information understandable.

Planning, Review, and Improvement of Other Aspects of the School's Programs

The school shall involve families in an organized, ongoing, and timely way in planning, review, and improvement of other aspects of the school's programs.

A. Overall approach to involvement in program planning, review, and improvement:

While not as structured as the joint development of the schoolwide program plan (in Part A. above), the involvement of parents/caregivers and students as full partners in planning, review, and improvement in other aspects of the school's programs will be organized, ongoing, timely, and informed, by:

- Informing parents/caregivers and students when a program decision will be made and the issues and questions involved, in advance of any meetings.
- Gathering and discussing initial ideas and opinions, with opportunities both to discuss in person and to send in responses.
- Involving parents/caregivers and students in the decision-making discussion itself (e.g., at [SFC](#) meetings).
- Sharing with parents/caregivers and students a draft or proposed decision or plan for final discussion and input.
- Using similar approaches to those identified in Part A. above for recruitment; student involvement; information, preparation, and support; outreach to and conferring with other families; communication; and multi-stage, back-and-forth discussion and participation.
- Using surveys to identify needs and gather ideas for new programs and feedback about the effectiveness of existing programs, not as a substitute for discussion and involvement in the decision-making, but to inform it.

B. Program Review and Improvement:

- Some of this program review and improvement will happen through the annual comprehensive needs assessment and revision of the schoolwide plan (under Part A. above).
- Family involvement in review and improvement of other aspects of the school's programs will use the overall approach above.
- In addition, every BCPS school, including Glenmount, has an **Advisory Team**, composed of the parents/caregivers and community members of the [School-Family Council](#), together with any additional parents/caregivers and community members that they may recruit, including at least one parent/caregiver representing parents/caregivers of special education students.² The Advisory Team provides direct advisory feedback to the CEO of the Baltimore City Schools on how the school is meeting the goals of the school improvement plan and how the principal's leadership is supporting the effective implementation of that plan, through a uniform rubric established by the Baltimore County Public Schools Chief Executive Officer (CEO). This advisory feedback is incorporated into the CEO's review of the school and its leadership.

² Under BCPS policy, they must also include (a) at least one parent of participating Title I students and (b), where 10% of the school's enrollment are English language learners (ELL), at least one additional parent representing the ELL population. Glenmount, however, (a) is a schoolwide Title I program school in which all students are participating Title I students and (b) currently has an ELL enrollment under 10%.

- If Glenmount is identified by district or state review as needing improvement or other intervention, families will be:
 - Provided with full information -- about the identification, the data that resulted in the identification, and the process and requirements for improvement – in a language and form that is accessible (consistent with [Section 12](#)), and help in understanding it (consistent with [Section 13](#)).
 - Fully involved in the process of improvement (consistent with the provisions of this section).



C. Involvement in Budget Decisions

- **Decisions about the overall budget for the school’s programs (including the overall Title I budget):**
 - Family involvement in these budget decisions will follow the overall approach above, including in the forums described here:
 - Many *program* decisions are part of the schoolwide program plan that is jointly developed with the parents/caregivers of the school under Part A. above and will affect the overall budget.
 - A number of budget and program decisions are made in budget meetings held during the year, to which all parents/caregivers, community, and staff are invited.
 - Under district policy, the Advisory Team, consisting of parents/caregivers and community members (see above), also provides direct advisory input to the principal and the Baltimore City Public Schools CEO, according to a process and criteria established by the CEO, on the priorities reflected in the school's budget and major proposed amendments to the school's budget, and on the degree of parent/caregiver and community support for those priorities. As part of the budget process, the principal will share information about the budget with parents/caregivers, school and community members, and will provide opportunities for parent/caregiver and community input on the school's budget priorities. The principal remains responsible for determining what is included in the budget, which is submitted to the CEO for approval.
- **Decisions about the budget for family involvement:**
 - This Family Involvement Plan, developed jointly with and approved by the parents/caregivers of the school, contains *program* decisions about how the various requirements for family involvement will be carried out, and will thus affect the *budget* decisions for family involvement.

- Parent/caregiver involvement in the budget decisions for family involvement will follow the same approach as above to ensure that it is organized, ongoing, timely, and informed.
- Family involvement will also be consistent with district policy, which requires that:
 - The Advisory Team will participate in and engage other parents/caregiver in the development of school-level strategies for school budget funds allocated for parent/caregiver involvement, including the Title I Parent Involvement Allocation, and provide direct advisory input to the principal and the BCPS CEO on the use of those resources, using a process and criteria established by the CEO.
 - At each school, the principal, after seeking input from parents/caregivers on potential uses of funds for parent/caregiver involvement, remains responsible for determining what is submitted in the budget for parent/caregiver involvement.
 - The school should invite families to take part in decisions about how Title I Family Involvement Funds are spent.

Planning, Review, and Improvement of the Family Involvement Plan

The school shall involve families in an organized, ongoing, and timely way in the planning, review, and improvement of the family involvement plan.

- **The family involvement plan shall be jointly developed with, and approved by, the parents/caregivers of the school.**
- **The family involvement plan and its implementation shall be reviewed, and improvements made as determined necessary, annually.**

A. Joint development of the Family Involvement Plan:

- This family involvement plan was jointly developed by the parents and grandparents of Glenmount students and the school staff over a four-month period. Before the four-month period began, a steering committee of parents/caregivers and the school first developed, by consensus, a plan for *how* the plan would be jointly developed, including:
 - A definition of “joint development;”
 - Who would be involved in developing the plan and how they would be selected, including a [Partners in Education \(PIE\) Working Group](#) open to all families and staff;
 - How the group would be prepared for involvement;
 - How the group would work together, including;
 - The criteria for addressing each parent/caregiver involvement requirement;
 - The ground rules for working together;
 - How meetings were to be organized; and
 - How a variety of ongoing communication would take place.
- This plan for jointly developing the plan was reviewed again and approved when the Working Group began to meet. It was then used to develop this family involvement plan.
- *It is now included in this family involvement plan as the current plan for how the policy is developed (see the [Appendix](#)).*
- *It will be reviewed and revised jointly by the parents/caregivers and the school and used annually to revise the family involvement plan.*

B. Approval of the Family Involvement Plan by the parents/caregivers of the school

- **Distribution.** Once the [PIE Working Group](#) has developed a full draft that has the support of parents/caregivers and the school members of the Working Group (through the process in A. above), the draft will be distributed to all families – through regular mail, children’s backpacks, e-mail, the school web site, and the front office.
- **Publicity.** The draft policy, its significance, opportunities for input, and the approval policy will be widely publicized – through robo-calls, newsletter, [parent board](#), [PTA](#) flyer, hallway poster, morning announcement, the SGA, and a schoolwide event, along with creative ways to involve students to encourage their parents/caregivers’ involvement and voting.
- **Input.** There will be multiple opportunities to ask questions about and react to the draft – including daytime and evening meetings and written comments via email, a drop box, and other methods, such as responding on the web site. No less than two weeks will be provided to discuss and provide input.
- **Revision.** At the close of the input period, the Working Group will analyze the input and will convene a meeting open to all parents/caregivers and staff members to consider revisions to the draft.
- **Voting.** The final draft, after any revisions, will be distributed for a vote of approval or disapproval.
 - While all families are encouraged to participate in development of the plan and to provide input on the draft, voting is, under the terms of Title I, open only to **“parents,” which includes a 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).**
 - The policy will be approved by a simple majority vote. There is no minimum vote requirement.
- This process for approving the jointly developed family involvement plan was developed by the PIE Working Group and used to approve the current plan.
- *It is now included in this approved family involvement plan as the current process for how the policy is approved (see the [Appendix](#)).*
- *It will be reviewed and revised jointly by the parents/caregivers and the school and used annually to approve any revisions to the family involvement plan.*



C. Review and improvement of the Family Involvement Plan

- Processes for reviewing the Family Involvement Plan and its implementation will be designed by a group of family members (designated by the PTA) and school staff. The group should be reflective of the full range of family members, including those who may have experienced barriers to their involvement.
- **The review processes will evaluate:**
 - How well each component of the plan has been implemented.
 - The extent to which, when implemented, it has been successful in achieving the purpose of that component.
 - The extent of family engagement.
 - The impact of the engagement on improvements in achievement and on the quality of the educational program.
 - Problems and barriers to more effective implementation and involvement, with particular attention to parents/caregivers who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- **The review will draw upon:**
 - Data, discussion, and other information designed by the group for collection on an annual basis.
 - Other data, discussion, and information that has been gathered over the course of the year, including but not limited to meeting evaluations. In several places throughout this policy, there is provision for assessing the effectiveness of particular components. This information can be analyzed and used both for making improvements during the course of the year and for informing the annual review.
- **The review processes will be designed to:**
 - Fully tap input from as many families and staff as possible, across the entire range of families.
 - Encourage information that is accurate and honest.
 - Identify specific barriers and the reasons for full and less-than-full implementation of various parts of the plan.
 - Provide for careful analysis and vigorous discussion of the data and its significance. For example, rather than reach conclusions on the basis of surveys alone, family members should discuss the significance of the responses.
- **The review will be used to:**
 - Improve family involvement practices and implementation of the plan.
 - Consider revisions to the plan. Revisions to the plan itself must be made through the same process used for joint development and approval of the current plan. This will typically occur when the plan is reviewed annually. However, nothing bars the parents/caregivers and school from making revisions as necessary during the year.

10. Meetings and Information Related to Schoolwide Involvement

Annual Meeting

The school shall convene an annual meeting, at a convenient time, to which all parents/caregivers shall be invited and encouraged to attend, to inform parents/caregivers of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/caregivers to be involved.

A. Purposes and topics for the Annual Meeting(s):

- **To present, explain, and give families the opportunity to review and provide feedback in the following areas:**
 - The school's participation and status under Title I.
 - The requirements of Title I, particularly those relating to academic program quality and family engagement.
 - The specific Title I rights of students to a high-quality educational program.
 - The rights of parents/caregivers to be involved in shaping, securing, and supporting that high-quality education.
 - The school-wide program plan to increase the academic achievement of all students, and its implementation.
 - The school's family involvement plan, and its implementation.
 - The school-family compact.
 - Yearly school and student performance and progress data (e.g. State Assessment results, Common Core State Standards, District Benchmark results); the forms of assessment that measure student progress; and the proficiency levels and benchmarks students are expected to meet.
 - The school's curriculum.
 - The overall school budget.
 - The ways parents/caregivers can be involved in the school -- including volunteering; communicating with school staff to support and make decisions about their children's education; getting involved in the planning, review, and improvement of the school's policies and programs; and playing a leadership role in working with other families.
- **To learn about:**
 - How parent/caregiver involvement affects children.
 - Parents/caregivers' responsibility to be actively engaged in planning for their children's education.
 - The [PTA](#) and how to be involved with it.
 - Resources available from the Family Institute and other entities.
- **To facilitate ways for parents/caregivers to meet and to communicate and coordinate with:**
 - Other parents/caregivers in their child's classroom.
 - Other parents/caregivers school-wide.
- **To engage families with the school in a shared vision for:**

- **Our children** -- what they all should be learning and the kind of learning experience we want for them.
- **Our school** – what the school needs to look like and provide in order to fulfill that vision of learning for our children.
- **Ourselves** – how school and families will work together in order for our school to provide those things.
- This vision will provide a framework for integrating, understanding, and working with all of the program information and Title I requirements above.

B. Who will plan the Annual Meeting(s)?:

- It will be planned cooperatively between school staff including the Title I coordinator, [School-Family Council](#) members, the [PTA](#), community partners, and the district’s Family and Community Engagement lead from the Network (a cluster of schools, with specialists to support the school in various areas, including Family and Community Engagement).
- Care will be taken to involve parents/caregivers of different backgrounds, such as new parents/caregivers to the school, veteran parents/caregivers; parents/caregivers with disabilities or of children with disabilities; parents/caregivers with limited English proficiency or of children with limited English proficiency; and parents/caregivers of gifted and talented children.
- The PTA will be a joint partner in the planning.
- At least 2 students identified by the student government will be included in the planning.



C. Number of and time for the meeting(s):

- To ensure that the parents/caregivers have the opportunity to discuss the material after having read it, there must be at least three meetings, and all materials will be provided at each.
- Three meetings will be held:
 - Before school starts. This meeting will also include a meet-and-greet with other parents/caregivers of the child’s class in August, which is facilitated by the school or PTA.
 - On back-to-school night. This meeting will include an overview of the topics above and the call to parent/caregiver engagement.
 - Approximately one week after back-to-school night. This meeting will provide more time for discussion and feedback on the topics.

- The planners will use the results of a parent/caregiver involvement survey to find convenient times for the first and third meetings. Not all three meetings will be at the same time of day.

D. Invitation and outreach for the meeting(s):

- Families will be invited and encouraged to attend through:
 - Robo-calls
 - Parent Connect calls
 - Flyers
 - Posting on the marquee
 - Announcement in the building
 - Reminders in backpacks sent home
 - Inclusion with the school supply list
 - Announcement via the PTA’s neighborhood system for communication among parents/caregivers
 - Communication by the class parent/caregiver to other parents/caregivers in the class. [See [Section 11](#) on “Developing Parent/Caregiver Leadership and Staff Capacity”]
- The invitation will:
 - Include information about the impact of parent/caregiver involvement in a child’s education
 - Note that parents/caregivers will be recognized for strong engagement and achievement, such as including a “parent/caregiver of the month” in the newsletter and on the bulletin board.

E. Materials for the meeting(s):

- The materials for the meetings will include:
 - Documents and materials for each of the meeting topics above – including Title I requirements and rights, the schoolwide program plan, the family involvement policy, the school-family compact, school and student performance data, the standards and proficiency levels and benchmarks students are expected to meet, the forms of assessment used to measure student progress, description and explanation of the school’s curriculum, and the school budget.
- Additional materials:
 - School and district calendars
 - [PTA](#) brochure
 - Information on accessing the [Parent Portal](#)
 - Information on additional resources available to families, including how to access the Family Institute and course offerings for parents/caregivers
- Copies of the materials will also be:
 - Posted on the school’s website
 - Available in the main office or designated area
- To the extent feasible, materials, such as documents that already exist, will be posted on the web site and available at the school in advance of the meetings.
- The availability of the materials will be publicized, including:
 - A note in the invitations to the meetings
 - A note posted, with parent/caregiver involvement, on the [parent board](#)

F. Conducting the meeting:

- The meetings will be led by the Title I coordinator and the principal, with parents/caregivers and community members leading or presenting portions.
- Information should be handed out and presented orally with time for questions and answers, including where families can go with follow-up questions.

G. Accessibility and assistance:

- The provisions of this policy on accessibility ([Section 12](#)) and assistance in understanding information and topics ([Section 13](#)) will be followed to ensure that families are able to access and understand the invitations and the material, and to access, understand, and actively participate in the meetings.

H. Follow-up:

- Meetings will be evaluated.
- There will be a follow-up communication to families thanking them for participation, identifying steps to be taken from the meeting, and including the time of the next meeting.
- Additional meeting(s) will be held to discuss comments and suggestions from parents/caregivers about the Compact and other topics.

Timely Information about Schoolwide Programs

The school shall provide the parents/caregivers of the school with:

- **Timely information about programs under Title I**
- **A description and explanation of the curriculum in use at the school**
- **The forms of academic assessment used to measure student progress**
- **The proficiency levels students are expected to meet**

- Information on these four topics and the other topics identified for the annual meeting will be provided to parents/caregivers:
 - Orally and in writing at the annual meetings (see above) and, as appropriate other meetings throughout the year
 - Through e-mail
 - By posting on the web site
 - By having copies available in the front office
 - Through ground mail for those who request it
- The availability of this information will be publicized, including a note on the [parent board](#).
- Baltimore City Schools will provide parents/caregivers with information about Title I on the City Schools website and will offer publications and training on Title I requirements, State and local academic assessments, and how parents/caregivers can work with schools to improve student achievement.
- The school will invite initial input and opportunity for review of materials from the [School-Family Council](#) and the organized parent/caregiver group.

- The provisions of this policy on accessibility format and language and assistance in understanding this information ([Sections 12 and 13](#)) will be followed.

Regular Meetings to Formulate Suggestions and Participate in Schoolwide Educational Decisions

The school shall provide, if requested by parents/caregivers, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.

A. Regular meetings/opportunities to formulate suggestions:

- Parent/caregiver and student meetings will provide time to formulate suggestions before presenting them. To do so:
 - The [PTA](#) will include time to formulate suggestions on agendas at least four times a year.
 - Student government meetings should include time to formulate suggestions.
 - When school staff request or welcome suggestions on a particular issue or topic, either in meetings or otherwise, family members will, whenever possible, be given time to formulate suggestions and provide them later, as well as responding immediately.
- PTA parent/caregiver leaders will facilitate discussion.
- The meetings and other opportunities to formulate suggestions will be publicized through the same methods used to inform families about the annual meetings (above), and through the PTA calendar.
- A special invitation should be issued to the student government.
- Any student or parent/caregiver is welcome to make a suggestion to school officials at any time, either directly or through the suggestion box in the front office.
- The provisions on accessibility and assistance in understanding information in [Sections 12 and 13](#) will be used to ensure that families will be able to understand and participate fully.



B. School response to suggestions:

- Suggestions will receive an acknowledgement from school officials within a week and information about how and when the suggestion will be addressed, including opportunities for discussion.

- [School-Family Council](#) meetings will include an agenda item to discuss suggestions from parents/caregivers or students that need further school and family discussion.
- The person or group making the suggestions should have the opportunity to be a part of the meetings where a decision about the outcome is made or have the chance to discuss the issue with the decision makers in advance of the decision.

C. Regular meetings/opportunities to participate, as appropriate in decisions relating to the education of their children:

- How families participate in decisions about an individual child is addressed in [Section 8](#) (Communicating and Working with the School), part C.
- How families participate in schoolwide decisions about the education of children is addressed in [Section 9](#) (Family Involvement in the Planning, Review, and Improvement of the School’s Programs) and includes:
 - School Performance Plan and Title I Schoolwide Plan meetings
 - [School-Family Council](#) Meetings
 - School Budget Meetings

Flexible Meetings and Supports

The school shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under [Title I], transportation, child care, or home visits, as such services relate to parental/caregiver involvement.

- While the school does not provide transportation to meetings, the [PTA](#) is encouraged to consider ways to address this issue. The school may help the PTA communicate these opportunities.
- The PTA will consider ways to offer or identify safe child care that meets school standards. The school will work with the PTA to make space available and coordinate PTA efforts, as well as solicit trained child care volunteers.
- Home visits will happen in cases of chronic, unexcused absences. The school will consider utilizing trained parent/caregiver volunteers in a supportive role.
- Home visits will also be considered when parents/caregivers cannot meet with school staff for significant or critical meetings. (See also [Section 12](#) on accessibility.)

Building Capacity for Carrying Out Family Roles

11. Developing Family Leadership and Staff Capacity

Parent/Caregiver Training

The school shall train parents/caregivers to enhance the involvement of other parents/caregivers. (The school will also train students to enhance the involvement of other students.)

A. Identifying parent/caregiver and student leaders to be trained:

- Parents/caregivers and students to be trained for this leadership role will be volunteers who have demonstrated an understanding and commitment to the initiative’s goals and willingness to devote sufficient time to carry out necessary activities, including training, implementation and evaluation.
- The school, together with the [PTA](#) and the Student Government Association (SGA), will solicit volunteers for this role, including:
 - Encouraging already committed volunteers to contact others whom they believe would be interested and effective.
 - Working with the PTA and the SGA to target parents/caregivers who show interest.
 - Using existing school wide communication tools, including robo-calls, newsletters and flyers, to let parents/caregivers and students know the value of increased involvement in the school.
- These communications can emphasize the many ways volunteers, depending on their interests and availability, can enhance the involvement of other parents/caregivers and students.
- The school will also train parents/caregivers and students with specific roles in enhancing involvement, such as PTA officers, SGA officers, and parent/caregiver and student members of the [School-Family Council](#).

B. The trained parent/caregiver and student leaders will be able to enhance involvement of others in a variety of ways, including helping other parents/caregivers and students:

- Become more effectively involved as a partner with the school to support their own children’s educational success -- including two-way communication with staff, understanding and using reports and other information about the school and their children, observing and volunteering in the classroom, supporting their children’s learning at home, and being a partner in educational decisions about their children (see [Sections 1-8](#)).
- Become more effectively involved in schoolwide program and policy decisions that affect all children (see [Sections 9 and 10](#)).
- Understand and make effective use of the supports available to parents/caregivers and students for playing effective roles (see [Sections 12-15](#)).
- Better understand the foundation for this involvement, including:

- Their rights and responsibilities in the school system, including those in this Family Involvement Policy.
- That children have a right to high-quality education.
- That families provide children’s primary educational environment.
- That becoming involved in children’s formal education improves student achievement.
- That student voice is essential and students are critical in playing an active role in their education and improving their school.
- That parent/caregiver and student involvement is most effective when it is comprehensive, long-lasting, and well planned from early childhood continuously through high school.
- That parents/caregivers must be involved at all levels in the school and do not have to be well educated to help.
- Become more effective in implementing best practices from parent involvement research. This will draw upon the National PTA Minority Family Engagement Initiative, which is recognized as a best practice model, and the Baltimore City Public Schools Family Institute, which offers beneficial workshops and other resources.
- The trained parent/caregivers and student leaders will help other parents/caregivers and students by:
 - Assisting with a variety of parent/caregiver and student involvement activities, such as outreach, meetings and group sessions.



- Being available to assist parents/caregivers individually upon request and through individual communication, such as by telephone, letters or other one-on-one conversation.
- Parent/caregiver leaders with defined roles, such as [PTA](#) officers, SGA officers, and members of the [School-Family Council](#) will be trained on the expectations responsibilities, and skills for those roles. (For example, the PTA treasurer will attend a financial workshop/training.)
- Class parents/caregivers -- Every class needs to pick a class parent/caregiver who is the lead communicator with all parents/caregivers and whom parents/caregivers can contact. However, no school communication should rely on the class parent/caregiver as the only way to convey information to other parents/caregivers.

C. How the leadership training will be designed and conducted:

- The overall training program is planned by:
 - The PTA and the SGA, with input from School-Family Council, the guidance counselor, other staff administrators and advisors, and
 - Experts in the various topics.
- The training of parent/caregiver and student leaders will also be shaped by a survey of those being trained, as well as other school and community stakeholders, to determine interests and needs, scheduling, and other factors.
- The training and related material and resources will be provided by:
 - The Glenmount PTA, the SGA advisor, the guidance counselor, and other staff advisors
 - The Baltimore and Maryland chapters of the PTA
 - Baltimore City Public Schools, including the BCPS Family Institute and BCPS student government training
- Training of parent/caregiver and student leadership will include:
 - Defined training sessions and workshops, at least quarterly, and
 - Continuous training by PTA advisors and SGA advisors.

D. [Partners in Education \(PIE\)](#) Leadership and Mentoring Team:

- The trained leaders will become members of a PIE Leadership and Mentoring Team, which will work together and offer assistance to families and students.
- Using the school/PTA communication tools (for example newsletters, flyers, robo-calls, workshops, etc.), the Team will communicate with the school's parents/caregivers and students. These communications will:
 - Offer tips and advice on effective parent/caregiver and student involvement.
 - Provide a way for parents/caregivers and students to get in touch with the Team to get help and communicate their concerns.

E. The effectiveness of the help the trained leaders give to other parents/caregivers and students, and how much parents/caregivers and students are using it, will be assessed -- through:

- PTA/School/Family Institute surveys when applicable.
- Relevant school sponsored sign in sheets, agenda, notes, evaluation tools (SANE).
- Analysis and discussion of this survey and other information by the student and parent/caregivers leaders and all other interested parents/caregivers, students, and staff.

- Making it one area of focus in the full review and improvement of the Family Involvement Policy through the steps in [Section 9, Part III.C](#).

Staff Education

With the help of parents/caregivers, the school shall educate teachers, pupil services personnel, principals, and other staff in:

- **The value and utility of contributions of parents/caregivers**
- **How to reach out to, communicate with, and work with parents/caregivers as equal partners,**
- **How to implement and coordinate parent/caregiver programs**
- **How to build ties between parents/caregivers and the school**

A. General Guidelines:

- Education on these parent/caregiver involvement topics will be part of the school’s program of staff development, including during professional development days, weekly collaborative planning, and monthly staff meetings.
- Parent/caregiver leaders (see above) will help the school in designing and providing the staff education on these topics.
- The sessions will focus on particular areas of staff-parent/caregiver involvement, communication, and partnership under the topics identified in other sections of this Family Involvement Policy – such as effective parent/caregiver conferences, supporting student learning at home, making educational decisions about a child, and working together on planning, review, and improvement of the school’s programs and policies.
- To help shape the staff education:
 - Families will be invited to make suggestions on training topics and issues teachers or other staff may need to support them or their child.
 - Tools such as Parent/Caregiver Pre-Post Survey will be used to help identify parental/caregiver interests and areas.
 - Teachers and other staff are also asked to identify their own training needs.
- Portions of professional development days or staff meetings will involve discussing the parent/caregiver involvement initiative and everyone’s role in it, and the sessions will be designed to actively engage staff, perhaps with a case study.
- The effectiveness of this staff education on working with parents/caregivers will be assessed through informal observation and surveys to measure parent/caregiver satisfaction. (See also [Section 9, Part III.C](#), for the annual review of the implementation and effectiveness of the Family Involvement Policy.)

B. Educating staff on the value and ways of enhancing student involvement and voice.

Similar methods to those used for parent/caregiver involvement, adapted as appropriate, will be used for:

- Identifying staff training needs related to student involvement and student voice.
- Involving student leaders in helping design and participate in the training.
- Assessing the effectiveness of the training.

Parent/Caregiver Involvement in Staff Training

The school will involve parents/caregivers and students in the development of training for teachers and other staff on promoting and improving student learning in order to improve the effectiveness of such training.

- As part of the full partnership between school and staff to improve students' education at Glenmount, parents/caregivers, in consultation with the administration, will be involved in designing the professional development to promote and improve student learning. Parents/caregivers will be given the preparation needed to play this role in an informed and constructive way.
- Parents/caregivers are able to discuss the needs of students, which can also help inform the teacher training.
- The extent to which family involvement in the staff training has improved the effectiveness of staff development will be assessed through:
 - Evaluation by staff and parent/caregiver participants at the end of trainings, addressing the program goals and desired training outcomes.
 - Follow-up survey with staff about whether and how the parent/caregiver involvement in the training has improved their practice.
- Further work in defining the role of parents/caregivers in staff development will occur when the school and the parents/caregivers jointly develop the schoolwide program for GEMS, which includes professional development.



12. Accessibility

General – Providing Information in a Format and Language the Parents/Caregivers Can Understand

The school shall ensure that information related to school and parent/caregiver programs, meetings, and other activities is sent to parents/caregivers in a format and, to the extent possible, in a language the parents/caregivers can understand.

Information about school and parent/caregiver programs, meetings and activities will be provided both orally and in writing.

A. Oral communication includes:

- Robo-calls (for brief information).
- Reading aloud by teachers or other school staff when feasible.
- Audio files on the GEMS web site.
- Text-to-voice capacity, for changing written information on the web and in e-mail into voice. The school will publicize this capacity orally and in writing, with clear instructions on how to use it.

B. Written communications:

- Written information will be presented in a format that is easy to understand, such as by highlighting key information, using bullets, and providing visual clues.
- Multiple ways of reaching parents/caregivers with the written information will be used -- in handouts, in student backpacks, on the web site, through e-mail, and, in the case of important documents affecting students or their families, by mail.
- To make the language as understandable as possible:
 - Documents will be written in clear, yet informative terms, with directions and explanations when helpful.
 - While the writing will be as clear and free of jargon as possible, parents/caregivers will be fully informed with the same information as staff so that they can be full partners in discussions. Terms and background information will be defined and background information provided to educate the parents/caregivers.

C. Family Involvement in creation and evaluation of materials:

- For information being distributed widely, parents/caregivers (identified as the “Material Review Team”) will be involved in developing and reviewing material before it goes out, to help make sure it is understandable. The [PTA](#) and [School-Family Council](#) should be involved in helping to identify individuals for this role. The Material Review Team will also be responsible for identifying the types of widely distributed communications that will receive input and review from the group.
- There will be regular assessment of how well information is being understood, both through surveys of overall communication and through more specific assessment of how well particular

documents are understood. (See also [Section 9, Part III.C](#), on overall review of the Family Involvement Policy.)

Full Opportunities for Particular Parent/Caregiver Populations

In carrying out the parental/caregiver involvement requirements, the school, to the extent possible, must provide full opportunities for the participation of parents/caregivers with limited English proficiency, parents/caregivers with disabilities, and parents/caregivers of migratory children, including providing information and school reports required under Title I in a format and, to the extent possible, in a language such parents/caregivers understand.

A. Parents/Caregivers with Limited English Proficiency³

i. Identification:

- As part of the initial child enrollment process, the school will seek to identify all parents/caregivers whose primary language is not English and have limited English proficiency in speaking, listening, reading or writing, and to identify what their language needs are.
 - This includes any such parents/caregivers whose children are proficient in English and those parents/caregivers whose primary language is not common in the school.
 - The form used to identify such parents/caregivers and their language needs will itself be



³ The obligations here are governed not just by Title I but by specific laws regarding limited English proficiency – Title VI of the 1965 Civil Rights Act, the Equal Educational Opportunities Act, and Title III of the Elementary and Secondary Education Act. The school must ensure meaningful communication with parents/caregivers with limited English proficiency in a language they can understand and must adequately notify such parents/caregivers of information about any program, service or activity that is called to the attention of other parents/caregivers.

- translated into languages commonly found in the district, school, or surrounding community. For languages that are not common, the school may instead use a cover page explaining in those languages how a parent/caregiver may receive oral interpretation of the form and will offer interpreters to ensure that he or she accurately report their language communication needs on the form.
- Staff members involved in child enrollment should ensure that parents/caregivers are made aware of this form and are able to understand it.
- To the greatest extent possible, teachers and other staff will seek to develop a relationship of trust with families and their children to learn which parents/caregivers are not fully fluent in English, to encourage their participation, and to overcome any sense that providing translation is a burden.

ii. Meetings:

- Translators will be present for those meetings where there are likely to be one or more parents/caregivers with limited English proficiency. For other meetings they will be present upon request. (See next box on what is needed for “on request” to work well.)
- The translation will be two-way, with full opportunities for these parents/caregivers both to understand and to respond and communicate on the same basis as other parents/caregivers at the meeting.
- In order to eliminate any barriers to translation that would reduce the full participation of these parents/caregivers:
 - Parents/caregivers will be made aware, through multiple methods of outreach in all spoken languages, of the availability of a translator at all meetings upon request, and encouraged to request it as their right, with a strong message that the school values their full participation and wants to make sure they understand.
 - Once it is clear that a parent/caregiver needs translation to fully participate, the school will have a system for checking in with him/her about meetings, rather than waiting for him/her to make a request.
 - Once a parent/caregiver has been identified, either through the initial child enrollment form or through other information (such as staff reports), as having limited English proficiency, then the school will have a system for affirmatively checking in with him/her and for providing translation services at meetings he/she will attend, without waiting for him/her to make a request.
- The same provisions apply to parent/caregiver-teacher conferences. A translator will be available upon request, but once it is known that a parent/caregiver is not fully fluent, a translator will be made available without a parent/caregiver request.

iii. Written information provided to parents/caregivers:

- **Information handed out or displayed at schoolwide meetings and individual meetings:** This will be provided in translation on the same basis as the meetings themselves. When the meeting is attended by one or more parents/caregivers with limited English proficiency who need translation to fully understand, the material will be translated.
- **Information sent home to parents/caregivers:** It will be translated. In some cases, a family member with limited English proficiency may have regular access to someone who is

bilingual other than school staff. This may reduce the need for the school to provide a translator. However:

- This will only work to provide full and equal access for these parents/caregivers if the other person is fully bilingual, capable of understanding all the information, and regularly available on a timely basis. The school will develop and use effective ways to check that those criteria are being met.
- When information that is not about an individual child is being sent out to one or more parents/caregivers who will need translation by the school, the translated version will be sent to all parents/caregivers with limited English proficiency, regardless of whether they have someone at home who can translate.
- **Information communicated electronically -- by e-mail, text message or on the website:**
 - The same provisions for translating and identifying parents/caregivers with limited English proficiency will apply.
 - While translation by the school is the preferred method and will be used whenever possible, as an alternative, the school may provide parents/caregivers with access to a translation application, provided that the following conditions are met for ensuring that it is fully effective:
 - There is prominent notice on the GEMS website, in the parents/caregivers' language, that this is available.
 - There is an easily accessible link to the application with each document.
 - Access and use of the application is simple for parents/caregivers.
 - Assistance and training for using the application is available and publicized.
 - There are periodic checks on the quality and accuracy of the translations the application generates (particularly since terms and concepts used in school may not be common more generally).
 - Parents/caregivers are regularly made aware, through other oral/written forms of communication effectively designed to reach them and be understood, of the availability of the application and how to access it.
 - There is regular review of how well the application is working for parents/caregivers with limited English proficiency.

iv. **Communication from Parents/Caregivers:**

- Parents/caregivers with limited English proficiency will have access to an effective method for communicating with the school orally and in writing, both for initiating communication and for responding to communications that come from the school.
- This will include publicizing an effective and accurate translation application (see above) that goes from their primary language to English, but may also include other methods, such as translation by a bilingual person at the school, if there is someone regularly available to do so on a timely basis.

v. **Interpreters and Translators:**

- The school will ensure that interpreters and translators:
 - Are competent to interpret both into and out of English.

- Have knowledge in both languages of any specialized terms or concepts to be communicated.
- Are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- Parents/caregivers will be given timely notice of the availability of free, qualified interpreters, including for languages that are not common.

vi. Involvement in Developing Approaches:

- Parents/caregivers with limited English proficiency (LEP) will be involved in shaping the communication approaches to meet their needs. The school will meet with LEP parents/caregivers, provide a survey, and inform these parents/caregivers of the option to discuss their concerns and ideas with staff at any time.

B. Parents/Caregivers with Disabilities⁴

i. Affirmative outreach:

- As part of the initial child enrollment process and periodically at other times, the school will:
 - Notify all parents/caregivers both in writing and orally (or through whatever mode of communication is relied upon by a parent/caregiver with a disability, such as American sign language, if that is already known) that effective accommodations, auxiliary aids, and services will be provided without cost to individuals with disabilities when necessary to enable them to participate fully and equally in all aspects of the school and their children’s education; and
 - Provide a simple, confidential way for parents/caregivers with disabilities to indicate their need for accommodations and request a specific auxiliary aid or service.
- Teachers and other staff members:
 - Will be informed of the school’s obligation to provide parents/caregivers with disability-related needs with effective accommodations, aides, and services needed to ensure their full participation; and
 - To the greatest extent possible, will seek to develop a relationship of trust with families and their children to encourage the full participation of parents/caregivers with disabilities, help identify and eliminate any barriers to accessing their children’s school and instructional program, and overcome any parent/caregiver reluctance to requesting accommodations, auxiliary aides, and services.

ii. In presentations and meetings (schoolwide and individual):

- Once the school has knowledge that a parent/caregiver has disability-related needs, the school will provide effective accommodations, auxiliary aids, and services necessary to afford each individual an equal opportunity to participate in, presentations, meetings, and other activities; to understand information discussed/described in those activities, including any information presented in written form; and to respond, discuss, and be

⁴ The obligations here are governed not just by Title I but by specific laws regarding people with disabilities – the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act.

understood. These services may include, for example, provision of qualified interpreters, note takers, or real-time computer-aided transcription services for parents/caregivers who are deaf or hard of hearing, and qualified readers, taped texts, audio recordings, Braille materials, screen reader software for those who have a severe reading disability, are seriously visually impaired or blind.

iii. In information and communications sent to parents/caregivers:

- Once the school has knowledge that one or more parents/caregivers has a disability that interferes with written communication, and may rely upon a different mode of communication as a result of disability, the school will provide effective auxiliary aids and supportive services to accommodate the parent/caregiver's disability-related needs in receiving, understanding, and responding to the information.



iv. For information on the web:

- The school will seek to provide information that it provides on a website in a manner accessible to parents/caregivers with disabilities. To the extent information posted cannot be universally accessed, the school will take appropriate steps to ensure that communications with parents/caregivers students, and members of the public with disabilities are as effective as communications with others, and shall furnish appropriate auxiliary aids and services where necessary to afford a parent/caregiver with a disability an equal opportunity to access the information, participate in, and enjoy the benefits of the services, programs, or activities they provide.

v. Physical access:

- The school will provide effective accommodations that allow parents/caregivers with physical disabilities to access the school, all meetings, and his/her child's classroom, and to participate in events and activities in which other parents are participating.

vi. Involvement in developing approaches to meeting their needs:

- The school will ask parents/caregivers with disabilities to help identify barriers to accessibility, including website accessibility, to review the site, and to provide feedback. Organizations that work on behalf of individuals with disabilities, such as and the Parents'

Place of Maryland and the Maryland Disabilities Law Center, may also be able to assist with developing effective approaches.

C. Migratory and Mobile Families Whose Children Change Schools

- Migratory children and their families face particular barriers resulting from the children enrolling (and leaving) at different times during school year – including the student not necessarily having done the same course work, the families’ lack of familiarity with the school, and parents/caregivers potentially having missed information and training previously provided to other families.
- To address these issues, there will be:
 - A welcome parent/caregiver packet, updated twice a year, which provides information (including any information previously provided to all other parents/caregivers), resources, how to get involved, and whom to contact.
 - Initial discussion and periodic follow-up with the parents/caregivers about these issues, their needs and interests, and their children’s needs and strengths.
 - Connection with more experienced parents/caregivers [see [Section 11](#) on parent/caregiver leadership].
- Parents/caregivers of migratory and mobile children will help develop the approaches to meeting their needs, through solicitation and discussion of feedback on their involvement in the school and their children’s education, including what the school can do to improve its access and assistance.

D. Homeless Families

- Homeless families have some needs similar to those of migratory and mobile families identified above, along with their own particular issues, including:
 - Challenges in regular communication with the school, for example by mail or by phone (area 8 of this policy).
 - Supporting student learning at home (area #6) of the policy).
 - Helping the child be ready for school (area #7).
- There may also be special meeting transportation issues -- because, to reduce disruption in their education, homeless children have a right to continue in a school even if where they are living has changed -- making it particularly hard for parents/caregivers who are no longer within the attendance area to come to the school.
- To address these issues, the school will provide:
 - The same things provided for mobile and migratory families above;
 - Coordination with other agencies and non-profits that serve the needs of homeless families;
 - Building on the approaches identified in the sections on communication, supporting learning at home, and helping the child be ready for school, there will be individual attention from staff to each homeless family’s particular needs. The staff and family will discuss challenges and how to deal with them and how the school will provide the family with support.
- Homeless families, along with organizations serving them, will be involved in developing the school’s approaches to meeting the families’ needs, through solicitation and discussion of

feedback on the parents/caregivers' involvement in the school and their children's education, including how the school can improve its access and assistance.

E. Assessment of How Fully Each of These Groups is Participating:

- Participation will be assessed regularly through meeting evaluations, surveys, and discussions with these parents/caregivers.
- Parent/caregiver leadership, as well as staff who specifically work with parents/caregivers in these groups, should be involved in designing the assessment(s). They can draw on help from outside organizations serving these groups.
- See also [Section 9, Part III.C](#), for the annual review of the implementation and effectiveness of the Family Involvement Policy



“I know how my grandchild learns, and I am fighting for that...I can raise my voice to help make [policies] that help not only my grandson, but all families.”

13. Assistance in Understanding Information and Topics

The school shall provide assistance to parents/caregivers in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.

A. Forms of help: On these and other topics that are relevant to the overall education program at the school, the education of the individual child, and the involvement of families in both, the school will provide a variety of help, including:

- Training in those areas where, based on staff experience and parent/caregiver leadership input, it is likely to be needed in order for parents/caregivers to fully understand. Parent/caregiver leadership will help design the training.
- On-the-spot help during meetings, including clarifying or rephrasing, with emphasis at the start of meetings that parents/caregivers are encouraged to ask when things are not clear.
- A note on all materials distributed to parents/caregivers or posted on the web site about whom to contact for help in understanding the information and encouraging them to ask.

B. Assessing the assistance:

- The school will regularly determine through meeting and training evaluations, periodic surveys, an annual survey, and discussions with affected parents/caregivers whether needed assistance was provided and helped parents/caregivers fully understand the topics and information.
- The methods for carrying out these assessments will be:
 - Designed with the involvement of families, in a manner determined by the school and parent/caregiver leadership.
 - Shaped to best get honest responses and an accurate picture.
- The school will consider engaging the Material Review Team to assist with this process. (See [Section 12.A](#) on accessibility.)
- The methods and results of the assessments will be discussed at [School-Family Council](#) meetings.
- Results of the assessment will be used to improve this assistance.
- See also [Section 9, Part III.C](#), for the annual review of the implementation and effectiveness of the Family Involvement Policy.



14. Community and Program Coordination

Coordinating Parent/Caregiver Involvement with Early Childhood Programs

The school shall, to the extent feasible and appropriate, coordinate and integrate parent/caregiver involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs.

For any early childhood programs that serve Glenmount students, either before they enroll or during their enrollment, the school will:

A. Gather information about participation in any such programs or services:

- Provide a voluntary check box to the enrollment form with a list of any early childhood programs and services the child is currently receiving or may have had prior to enrollment at the school. These include:
 - Headstart
 - Day care programs
 - Early intervention/special care for children with substantial delays
 - Mental health services
 - Special behavioral services
- Obtain a voluntary release form for parents/caregivers to fill in and sign, which the school will use to obtain information on the child's experience and place it in the child's folder, subject to the full privacy protections of law.

B. Explore with those programs, and implement to the extent feasible, appropriate ways of coordinating and integrating parent/caregiver involvement programs and activities at the school with those in the early childhood programs, including:

- Sequencing and design of programs with attention to how one can best build upon another;
- Learning from strong family involvement practices in programs such as Headstart ;
- Sharing resources (for example, books that are no longer used at the school)
- Jointly sponsoring events, such as parent/caregiver trainings, on issues relevant to both.

C. Provide information to make families in such other programs aware of programs and services at Glenmount, including:

- Encouraging participation in an open house for families of children not yet school-aged.
- Sharing information at libraries, churches, supermarkets, and community associations.
- Including information about special education and other supportive services and where to go for specific data on school performance and demographics.

D. Involve families in promoting, designing, and reviewing coordination with other programs, through the methods provided under [Section 9](#), parts B and C.3.

Roles for Community-Based Organizations and Businesses

The school may provide appropriate roles for community-based organizations (CBOs) and businesses in parent/caregiver involvement activities. [Glenmount school and parents/caregivers have chosen to do so.]

The school and parent/caregiver leadership will:

A. Encourage and solicit CBOs and businesses to take appropriate roles in parent/caregiver involvement activities, including:

- Donating food, services, and money for events and meetings
- Donating gift cards or school uniforms
- Allowing flyers about school activities in community institutions, stores, and circulars
- Hosting presentations about Glenmount for community associations
- Providing information, well in advance, about summer camps and programs that reinforce classroom learning
- Expanding use of libraries' resources, through information about what they offer, field trips to the library, and presentations at the school by library staff
- Providing CBOs' expertise on education and family engagement, through participation in presentations and workshops, consultation, and other activities, where educationally appropriate and consistent with the school's mission and priorities

B. Establish guidelines for appropriate CBO and business involvement with Glenmount, including:

- Not creating a quid pro quo relationship (such as attaching a condition to a donation that gives a business control or influence over other school decisions -- e.g. if a business donates uniforms, it requires that the school then only use them).
- Adopting best practices for avoiding or minimizing commercialization within the school.
- Following security procedures and protection of student and family privacy.
- Providing that new partnerships will be raised in [PTA](#) and [School-Family Council](#) meetings.
- Requiring that the principal or vice principal must approve involvement.
- Oversight and review of CBO and business roles.



15. Other Capacity Building

Other Activities

The school shall, to the extent feasible and appropriate, conduct other activities, such as parent resource centers, that encourage and support parents/caregivers in more fully participating in the education of their children.

A. The school will have a Family Reception Center, which includes:

- Comfortable chairs
- Snacks
- Books, and other parent/caregiver resources
- A computer with [Parent Portal](#) information
- A suggestion box
- Information about the [PTA](#)
- The Family Involvement Policy
- Any other information on the parent bulletin board



- B. Other Activities:** To the extent appropriate and feasible, the school will conduct other activities to encourage and support parents/caregivers to more fully participate in their children's education, based on needs and ideas identified by staff or families through surveys, meeting evaluations, research on model approaches (see II below), and other suggestions. Such needs and ideas, and whether and how to address them, will be discussed by the PTA and at [School-Family Council](#) meetings. Results of surveys and evaluations, and the response to them, will be posted on the [parent board](#).

Model Approaches

The school may adopt and implement model approaches to improving parental/caregiver involvement. (The school and parents/caregivers have chosen to do so.)

- The school will learn about model approaches, including through visits to other schools by the School-Family Council and [Instructional Leadership Team](#), and recommendations, convenings, and sharing of best practices from the school district.
- Parents/caregivers will be asked for responses and ideas at parent/caregiver meetings.
- Students and the SGA will be involved in proposing ideas.
- Model approaches being proposed will be considered by the School-Family Council and the PTA.

Requests for Other Supports

The school shall provide such other reasonable support for parental/caregiver involvement activities under this section as parents/caregivers request.

- If one or more parents/caregivers request support for parent/caregiver involvement activities, beyond those supports identified in this policy and the request is reasonable, the school will provide it.
- Parents/caregivers' right to request this support at any time during the school year will be publicized – including through an announcement during open houses, information in a school newsletter, the [parent board](#), and flyers in the main office.
- Requests for such support can be made to a teacher or any school administrator and through forms in the family room, classroom, and front office.
- Before deciding whether the request is reasonable, the parent/caregiver making the request will have the opportunity for discussion in person or by phone with the staff person considering it, including discussion of any concerns about the request.
- If the request is denied because it is not viewed as reasonable, it should be elevated to the [School-Family Council](#) and discussed with the [PTA](#) for a determination of whether the request was reasonable. The parent/caregiver making the request will be invited to participate in the meeting.



Glossary

Baltimore City Schools Code of Conduct

The Code of Conduct includes definitions of disciplinary responses, student and parent rights with respect to suspensions, and descriptions of levels of intervention and response to inappropriate or disruptive behavior. Disciplinary responses focus on promoting positive relationships, intervention strategies, and the use of suspensions only as a disciplinary measure of last resort. It is available from the school and is also on line at <http://www.baltimorecityschools.org/Page/25270>.

Coach Class

After-school class where teachers provide students with extra help and support and in which students can make up any missed work.

Individualized Education Plan (IEP) Team

An IEP team is convened when a parent, guardian, teacher or other concerned person suspects that a child may have a disability. The team determines whether a student has a disability and needs special education and related services. If so, it develops the written IEP describing the student's educational needs and the special education and related services that are required to meet the child's individual needs so that s/he can meet educational goals in the least restrictive environment. It includes the parent(s) (or guardian or someone acting as the parent), at least one general education teacher, a special education teacher, other professionals involved in evaluating your child (such as a social worker, psychologist, speech pathologist, nurse/health-related service provider) or who can interpret the evaluation results, a school administrator, outside agency personnel, other individuals at the school's or parent's discretion (such as an advocate, friend, or family member), and the child if appropriate.

Instructional Leadership Team

A group composed of the principal, assistant principal, and selected teachers and other staff to review, support, and improve teaching and learning, including development, implementation, and assessment of the School Performance Plan (with the [School-Family Council](#)).

Parent

Includes a 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).

Parent Board

A bulletin board posted near the main office that contains notices and other information for parents, caregivers, and other family members. Copies of additional information for families are also available in the main office.

Parent Portal

An on-line gateway that allows you to see current information about your child's grades and academic progress, attendance, discipline, assignments, and other information, as well as access to a variety of "Learning Resources" helpful to you and your child, and ability to observe your child's classes and activities on line. Students also have access. The Portal, along with instructions for using it, can be found at <https://pc.bcps.k12.md.us/parentportal/login.html> . There is also a link to the Portal on Glenmount's own web page, www.baltimorecityschools.org/235.

Positive Behavioral Intervention and Supports (PBIS)

A systematic schoolwide approach to creating a positive school climate, encouraging and supporting positive decision-making and behavior, and teaching skills to solve problems that arise., and developing the skills to solve problems that arise.

PowerSchool Student Management System (SMS) mobile on-line application

An application for recording, managing and reporting on student attendance, schedules, disciplinary actions, demographic information and health. It is accessed through the Teacher Student Support System (TSS).

School-Family Council

Works on review and improvement of the school's academic and other programs, including developing, implementing, and assessing the School Performance Plan (with the [Instructional Leadership Team](#)). Members include at least 3 parents/caregivers (elected by the school's [PTA](#) or organized parent group) 2 teachers, the principal, other staff, and 2 community members. SFC meetings are open to the public.

School-Parent Compact

Describes how parents/caregivers, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/caregivers will build and develop a partnership to help children achieve the state's high standards. The specifics of the Compact are built into various sections of this Family Involvement Plan.

Student Support Team

The Student Support Team (SST) is made up of professionals that work with parents and staff members to help ensure student success. Parents or teachers may seek SST help for a student who is having learning problems or behavior problems. SST members include the social worker, special educator, general educator, administrator and school psychologist. The SST develops, and later reviews, an intervention plan for the student. SSTs can also develop "504" plans for students who have disabilities and do not need special education but do need other accommodations to succeed in class or on tests.

Appendix

Description and Purpose: The [Partners in Education \(PIE\) Working Group](#) is a multi-generational group of family and school leaders working to inspire other families to elevate their voices and perspectives to promote improvements in their children’s education. Our goal is to develop a new vision for family engagement which empowers families to work with schools as full partners to ensure the quality of their children’s education. Together we will create a new family engagement policy to help us make that vision a reality.

PARTNERS IN EDUCATION (PIE) PLAN FOR JOINTLY DEVELOPING THE FAMILY INVOLVEMENT POLICY

What does “Joint Development” mean?	<ul style="list-style-type: none"> • A group effort between the school and the families of the school in which all the participants <ul style="list-style-type: none"> ○ Have a voice and develop the plan from the beginning ○ Are engaged before a decision is made ○ Are not simply being heard – but are developing it together, throughout the process, as equal partners ○ Come to the table with much of the same basic background information needed to inform the decision
Who is involved in developing the policy? How are they selected?	<ul style="list-style-type: none"> • Open to all, but a core group of at least 25 members, with roughly equal numbers of family and school staff, including at least two students; staff should include teachers, administration when possible, social workers, key School-Family Council members, and a school-community liaison • The core group should be committed to the process and be willing attend at least six meetings in four months of developing the policy • A steering committee will work with Grand Partners staff to plan PIE meetings. The steering committee is made up of at least 3-4 grandparents and parents, the school principal, vice principal, and the school’s lead staff person for family engagement. Additional grandparents and parents who take leadership roles in the PIE working groups may be invited to join the steering committee
How do we prepare parents and grandparents to be involved?	<ul style="list-style-type: none"> • Overview of meetings and process; visuals describing process and school structure; training seminars • Grandparents and parents who join the PIE working group after the initial training session may receive individual training from Grand Partners staff and/or other steering committee members.
How will they work together? • What are the criteria for	<ul style="list-style-type: none"> • Start discussion of each requirement of the policy by asking what is the goal or specific purpose for that part. • Each part of what we develop must demonstrate that it is clear enough, specific enough, and good enough to effectively carry out the requirement and fulfill its purpose.

<p>addressing each parent involvement requirement?</p> <ul style="list-style-type: none"> • What are the ground rules for the Partners in Education family engagement policy development working group? • How will meetings be organized? 	<ul style="list-style-type: none"> • Strive to make decisions by consensus. If not achieved, a vote showing basic widespread agreement both among the families and among the staff can allow the group to go forward until the next discussion. • A safe space to share input emphasizing respect and listening to everyone • A clear time frame for input before final decisions. <hr/> <ul style="list-style-type: none"> • When possible, meetings should be jointly facilitated by Grand Partners staff, school personnel, parents/grandparents, and students. • A Steering Committee of grandparents and parents will plan each of the meetings August through December with feedback from school staff.
<p>How will ongoing communication among group members take place?</p>	<ul style="list-style-type: none"> • Each meeting will have a note taker who will compile consolidated minutes from PIE meetings and PIE steering committee meetings. • Monthly communications about key decisions and discussions will happen by sharing consolidated minutes in the following ways: posting them on the school parent board, making copies available in the front office, emailing them to all PIE participants, posting them on the school website, and sending them home in the weekly folders with the children. Social media may also be used. Work/discussions will be done in both small and large groups • Small groups could include work on research and communication tasks. They will be outcome driven. • Each small group will have a lead facilitator/reporter. • Small groups will receive a template/framework to follow and use to report out. • Each discussion needs strong facilitation to ensure everyone has a chance to be heard and no one dominates. • Each meeting should conclude with a review of clear deadlines. • All communications should include a combination of email, phone calls, or hard copy communications based on the parents/caregivers' preferred communications methods. • PIE participants will be asked their communication preference when they sign up. • Outreach for the initial PIE meeting will be conducted through: having grandparents/parents stationed at the door to invite people to the meetings, putting flyers into the materials of local businesses, sending a mailing through the school's system, and sending a message through the school's robo-call system. • When the core members of the PIE working group have been determined, they will be publicized to parents/grandparents through the minutes.
<p>How will the draft policy be approved?</p>	<ul style="list-style-type: none"> • When the policy is finalized, school staff will share it in advance of a full vote through regular mail (sharing in December is recommended). Parents/grandparents and school staff will be invited to come in person to give feedback on the full policy. • A full vote on the policy will take place in January. • As part of developing the family involvement policy, the Working Group will hold additional discussions and make decisions about the details of the approval process. [These decisions are now reflected in Section 9, Part III.B]

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