



Girls Athletic Leadership School Los Angeles Title I Parental Involvement Policy

The Girls Athletic Leadership School Los Angeles ('GALS') is committed to engaging parents in their child's education. The core belief that parents are our partners is reinforced through this Title I Parental Involvement Policy. This policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

In order to involve parents in the Title I program at GALS, the following practices have been established:

- GALS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- The Principal will hold 6 meetings with the parents of Title I students. These meetings will alternate between taking place in the morning and the evening.
- GALS involves parents of Title I students in an organized, ongoing, and timely way in the planning, review and improvement of the school's Title I programs and Title I parental involvement policy.
- GALS will notify parents of the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language that parents can understand.
- GALS will provide parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This will be done via the annual Title I parent meeting, regular parent/teacher conferences and the bi-monthly Principal meetings held throughout the year.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. These may include prearranged meetings with the Principal and meetings with the student's teachers.

School-Parent Compact

The GALS School-Parent compact, was jointly developed with parents, and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.



GALS will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student achievement standards, as follows:
2. Hold parent-teacher conferences at least annually, during which this compact will be discussed as it relates to the individual child's achievement.
 - a. Specifically, those conferences will be held in November and March of the school year.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Assignment reports will be provided to the parents every 2 weeks.
 - b. Program reports will be provided to the parents every quarter.
 - c. Report cards will be provided to the parents every semester.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parent Responsibilities

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

- Show our child that attendance matters and that we won't allow an absence unless our child is truly sick.
- Make sure homework is completed.
- Monitor the amount of television our children watch.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from GALS either received by my child or by mail and responding, as appropriate.
- Attend all parent education nights, parent conferences and to the extent possible, Coffee with the Principal and other meetings that arise.



Building Capacity for Involvement

GALS engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This will be done via the annual Title I parent meeting, regular parent/teacher conferences and the Principal meetings held throughout the year.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This will be done via the annual Title I parent meeting, regular parent/teacher conferences and the Principal meetings held throughout the year.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This will be done via the annual Title I parent meeting, regular parent/teacher conferences and the Principal meetings held throughout the year.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as coffee with the Principal and parents education sessions, to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

GALS provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.