

2415.04 TITLE I - PARENTAL INVOLVEMENT (M)

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GENERAL EXPECTATIONS

The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.

The school district will incorporate this District-Wide Parental Involvement Policy into its school district's plan developed under Section 1112 of the ESEA.

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

If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the New Jersey Department of Education.

In the event the school district is required to reserve and spend at least one percent of the district's Title I, Part A allocation, the school district will involve the parents of children served in Title I, Part A schools in decisions about how these funds will be spent and will ensure that not less than ninety-five percent of the one percent reserved goes directly to the schools.



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

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

1. That parents play an integral role in assisting their child's learning;
2. That parents are encouraged to be actively involved in their child's education at school;
3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
4. The carrying out of other activities, such as those described in Section 1118 of the ESEA.

In the event the State of New Jersey or the New Jersey Department of Education has a Parental Information and Resource Center, the school district will inform parents and parental organizations of its purpose and existence.

DESCRIPTION OF HOW THE SCHOOL DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Below is a description of how the district will implement or accomplish each of the following components outlined below (Section 1118(a)(2), ESEA):

1. The district will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA:
 - a. Through the School Leadership Team, parents are encouraged to attend and participate in the development of the district-wide parental involvement plan and the NCLB Parent Compact.
 - b. Information about the plan is disseminated through our monthly Student Information Packets and on the district website.



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- c. This policy is disseminated to all students the first day of school and is posted on the district website.
2. The district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 - a. Parents are invited to be a part of the School Leadership Team to participate in parental involvement activities and to be a part of the decision-making process.
 - b. Parents are informed of meeting times and topics on our district website and through the monthly Student Information Packets.
 - c. School Leadership Meetings are held at least four times during the school year.
3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve pupil academic achievement and school performance:
 - a. School Leadership Team Meetings.
 - b. Information disseminated monthly on the district website and through the monthly Student Information Packets.
 - c. Administrative presentations at Board meetings and during other committee meetings regarding academic achievement and school performance.
4. The school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:



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- a. Parents of preschoolers are also included in the dissemination of information and invited to participate in our School Leadership Team meetings.
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5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play):

- a. Administration gathers information regarding each subgroup.
- b. Administration presents the information at Board meetings and to the School Leadership Team.
- c. Information from these presentations is discussed at the School Leadership Team with parents, board members, teachers, and students who participate in developing parental involvement activities into the NCLB Parent Compact.

The school district will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve pupil academic achievement, through the following activities specifically described below:

1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:



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- New Jersey's academic content standards;
- New Jersey's pupil academic achievement standards;
- The New Jersey and local academic assessments including alternate assessments;
- The requirements of Part A;
- How to monitor their child's progress; and
- How to work with educators.

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

- a. After-School tutoring is provided for any student in academic need.
 - b. Parents have access to view their child's progress on our online Parent Portal system.
 - c. Report cards and progress reports are disseminated at least four times during the school year.
 - d. Parent/Teacher conferences are held two times a year.
2. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- a. Parents are encouraged to utilize the Parent Portal system.
 - b. Training is made available to parents who need assistance with using this program.



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- c. Parents can attend meetings where a variety of academic topics are presented and discussed so they have a better understanding of the different academic programs provided.
 - d. Parents are encouraged to visit their child's classroom during instructional time to gain a better understanding of the academic programs.
 3. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, Principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - a. Information is presented and discussed with teachers on a yearly basis prior to the start of the school year.
 - b. Teachers and parents are encouraged to hold conferences at least two times during the school year to build ties with parents.
 - c. Parents are invited to a variety of meetings that involve their child such as 504, IEP, I&RS, etc. so they are a part of the decision-making process.
 4. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in fully participating in the education of their children, by:
 - a. Clementon has one preschool program which implements the state-approved curriculum, Creative Curriculum.
 - b. This program is designed to incorporate parental involvement.
 - c. This program provides achievement in the areas of academics, emotional, and social through the Creative Curriculum online



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system. This information is provided to the parents at least four times during the school year.

5. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - a. All information is provided to parents in our monthly Student Information Packet.
 - b. The Student Information Packet is posted on our district website.
 - c. The district also utilizes a School Messenger phone system to remind parents of upcoming meetings and events.

ADOPTION

This District-Wide Parental Involvement Policy has been developed jointly, and agreed on with parents of children participating in Title I, Part A programs. This Policy will be distributed to all parents of participating Title I, Part A children in an understandable and uniform format and, to the extent practicable, in a language the parents understand, at the beginning of each school year or when the child is determined eligible and begins participating in Title I, Part A programs.

United States Department of Education Non-Regulatory Guidance – Appendix D-
District-Wide Parental Involvement Policy

Adopted: 27 July 2009

Revised, First Reading: 24 January 2011

Revised, Second Reading and Adoption: 28 February 2011

