

Brick Township Board of Education District Policy

Instructional Program

Series 6000

**Parental Involvement in Title I Program –
District Policy**

Policy 6171.61 [M]

Date Adopted: July 24, 2008

Date Revised: December 17, 2015; April 6, 2017

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Date Reviewed & Approved:

The Brick Township School District will implement programs, activities and procedures for the involvement of parents in programs assisted by Title I funding. The district will reserve not less than one percent of its allocation under subpart 2 to carry out these requirements, which shall include promoting family literacy and parenting skills. Parents of students receiving Title I services shall be involved in the decisions regarding how funds will be allotted for parental involvement activities.

Each school served with Title I funds in the Brick Township School District shall jointly develop with, and distribute to, parents of participating students, this parental involvement policy. It shall be agreed on by such parents and describe the means for carrying out the parental involvement requirements of the Every Student Succeeds Act of 2015. Parents will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents and schools within the district.

"Parent", for the purposes of this policy, means a parent and/or legal guardian. "School", for the purposes of this policy, is a specific school in a Target Assistance Title I program or schools within the district in a school-wide Title I program.

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

- A. That parents play an integral role in assisting their child's learning;
- B. That parents are encouraged to be actively involved in their child's education at school;
- C. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- D. The carrying out of other activities described in the ESSA Act.

Policy Involvement

Each school served with Title I funds will:

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- A. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school's participation and the requirements of this policy, and the right of the parents to be involved;
- B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement;
- C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under NCLB, §1114(b)(2);
- D. Provide parents of participating pupils:
 - 1. Timely information about programs required by NCLB, §1118;
 - 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - 3. If requested by parents, 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; and,
- E. Submit any parent comments on the plan when the school makes the plan available to the Board of Education, if the school-wide program plan under §1114(b)(2) of NCLB is not satisfactory to the parents of participating pupils,

Shared Responsibilities For High Student Academic Achievement

Each school in this district served by Title I funds shall jointly develop with parents of all pupils served with Title I funds, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact will:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the pupils served by Title I funds to meet the state's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

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1. parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual pupil's achievement;
2. frequent reports to parents on their children's progress; and
3. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity For Involvement

To ensure effective involvement of parents and to support a partnership among the school(s) involved, parents, and the community to improve student academic achievement, each school and school district assisted with Title I funds:

- A. Shall provide assistance to parents of students served by the school 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 this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- B. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- C. Shall educate teachers, student services personnel, building principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- D. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
- E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- F. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- G. May provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training;
- H. May train parents to enhance the involvement of other parents;

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- I. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- J. May adopt and implement model approaches to improving parental involvement;
- K. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
- L. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
- M. Shall provide such other reasonable support for parental involvement activities under this Policy as parents may request; and
- N. Shall provide leadership training for parent leaders to increase participation in the decision making process

Accessibility

In carrying out the parental involvement requirements of federal law and this policy, the schools and school district, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, to include providing information and school reports, in a format and, to the extent practicable, in a language such parents understand.

The superintendent will submit this policy to the New Jersey Department of Education for review to be sure the policy meets the state and federal requirements.

Parent Notification

In September of each school year, schools receiving Title I funds (including funds used for before/after school programs) must notify all parents/legal guardians of their right to inquire about the qualifications of their child's teacher(s). In November each year, schools receiving Title I funds must notify parents if any of their child's teachers have not yet satisfied the state qualification certification requirements or if their child has been instructed for four or more weeks by a teacher who has not yet satisfied the state qualification and certification standards. Parent notification requirements apply to the entire school whether or not the teacher is paid in whole or in part by the Title I funds or teaches within a target assistance program.

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Legal References

N.J.S.A. 18A:35 4.9 Student promotion and remediation; policies and procedures

N.J.S.A. 18A:59 1 through 3 Apportionment and distribution of federal funds; exceptions ...

42 U.S.C.A. 2000d 2000d4 - Title VI of the Civil Rights Act of 1964

Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

The New Jersey Model for Identifying Highly Qualified Teachers, Department of Education, August 2003