

Policy

TITLE I PARENTAL INVOLVEMENT POLICY

The Swedesboro-Woolwich School District shall allocate Title I funds to implement programs, activities and procedures for the involvement of parents in programs assisted by Title I funding. Parents of pupils receiving Title I services shall be involved in the decisions regarding how funds will be allotted for parental involvement activities.

The schools shall jointly develop with, and distribute to, parents of participating pupils, this parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of No Child Left Behind Act (NCLB). 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.

Policy Involvement

Each school served with Title I funds will:

- 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;
- D. Provide parents of participating pupils:
 1. Timely information about programs;
 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.
- 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 is not satisfactory to the parents of participating pupils.

Shared Responsibilities for High Student Academic Achievement

Each school 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:

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- 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:
 - 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 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 pupils 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, pupil 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, 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, 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 pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- I. May train parents to enhance the involvement of other parents;

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- J. 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;
- K. May adopt and implement model approaches to improving parental involvement;
- L. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
- M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- N. Shall provide such other reasonable support for parental involvement activities under this Policy as parents may request.

Accessibility

In carrying out the parental involvement requirements of NCLB and this policy, the 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 required under NCLB in a format and, to the extent practicable, in a language such parents understand.

The district will inform parents of any parental information and resource centers that provide training, information, and support to parents and individuals who work with local parents, school districts, and schools receiving Title I funds.

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Key Words

Title 1, Parent Involvement, State/Federal Funds, Federal Funds, Compensatory Instruction, Basic Skills, Supplement not Supplant, Comparability, At-risk Pupils

Legal References: N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures
N.J.S.A. 18A:59-1
 through -3 Apportionment and distribution of federal funds; exceptions ...
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

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

Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

Cross References: *3220/3230 State funds; federal funds
 *3514 Equipment
 *5120 Assessment of individual needs
 *5200 Nonpublic school pupils
 *6122 Articulation
 *6141 Curriculum design/development

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*6142.2	English as a second language; bilingual/bicultural
*6142.6	Basic skills
*6171.1	Remedial instruction
*6171.3	At risk, Title 1
*6171.4	Special education

*Indicates policy is included in the Critical Policy Reference Manual.