

TITLE I – DISTRICT-WIDE PARENTAL INVOLVEMENT (M)

2415.04 TITLE I – DISTRICT-WIDE PARENTAL INVOLVEMENT (M)

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 (a)(2)ESEA the school district will work with Freehold High School and Freehold Township High School to ensure that parents are involved in the Title I program and 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 for Freehold High School and Freehold Township High School.

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 targeted assistance 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;
4. The carrying out of other activities, such as those described in Section 1118 of the ESEA.

New Jersey maintains the New Jersey Parent Information and Resource Center, www.njpirc.org. Notification is posted on our Title I parent web page.

REQUIRED PARENTAL INVOLVEMENT 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. Offer a flexible number of parent meetings, at varying times and dates;
 - b. Solicit input into the Title I program plan using alternatives to formal meetings participation such as through informal surveys on the district and school websites;



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- c. Convene 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.
 - d. Provide parents of Title I students with timely information about Title I targeted assistance programs.
 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. Host advertised annual ESEA Parent meetings at each of the Title I eligible schools to provide parents with timely information about the process of school improvement as well as programs funded and required by ESEA, including a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure pupil progress, and the proficiency levels pupils are expected to meet;
 - b. May provide transportation, child care or such services to enable parents to participate in school-related meetings and training sessions;
 - c. Annually conduct a needs-assessment, soliciting input from all stakeholders, that provides input in the formulation, revision, or abandonment of goals for the ESEA grant-funded programs.
 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. Coordination of funding allocations and resources to build capacity for involvement;
 - b. Planning, coordination, advertisement, and staffing for parent outreach activities;
 - c. Analysis of student achievement and growth data and plan targeted assistance and related parent involvement activities;



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- d. Providing access to resources and information clearinghouse related to proven parental involvement strategies;
 - e. Conducting surveys to identify barriers to greater parental involvement;
 - f. Providing translation of school materials where possible and practicable.
4. 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. The school district will take the following actions:
- a. Conduct a presentation and discussion regarding the existing policy led by the program administrator and/or Building Principal at the ESEA annual meeting;
 - b. Conduct ongoing solicitation of input on the policy, including the use of the annual ESEA needs assessment survey;
 - c. Conduct twice yearly discussions with the district ESEA Advisory Committee and incorporate all suggestions.

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 Title I school, as appropriate, in understanding topics such as the following:



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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 Title I, Part A;
- How to monitor their child's progress through online tracking platforms;
- How to plan post-secondary goals for their children;
- How to work with educators as equal partners.

The school district may conduct the following activities including workshops, conferences, and classes that may be necessary to ensure success:

- a. Host annual ESEA parent meetings at each of the Title I eligible schools;
 - b. Host additional parent “university” meetings to encourage and support parents in more fully participating in the education of their children;
 - c. Provide notification of and access to state-sponsored activities of the Parent Information Resource Center (NJPIRC);
 - d. Maintain online clearinghouse of parent involvement resources.
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. Maintaining online clearinghouse of parent involvement resources;



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- b. Offering parent conferences, open house events, and resources related to student achievement and college and career readiness;
 - c. Offering parental workshops and support on the use of appropriate district online programs (e.g. Genesis and Naviance).
 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. Adopting norms and systems to achieve open communication with stakeholders;
 - b. Develop guidelines for the effective and sustainable use of two-way communication between the district and community members/organizations to advance common goals and objectives;
 - c. Expand and diversify electronic, print, multi-media and interpersonal communication to maximize stakeholder awareness and support of district goals and objectives, initiatives, and programs.
 - d. Educate staff members about the value of parent contributions and how to work with parents as equal partners.
 4. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities such as parent resource centers, that encourage and support parents in fully participating in the education of their children, by:
 - a. Providing timely updates to the online parent resource clearinghouse;
 - b. Providing translation of school materials where possible and practicable;
 - c. Provide transportation and child care services.



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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. Use of electronic notification system through district and school sources;
 - b. Use of auto-dialing notification system to deliver pre-recorded messages to the home phone numbers of students and e-mail addresses of parents;
 - c. Mailings and announcements from Title I schools.

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.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written involvement policy agreed on by the parents that describes the requirements of SEC. 1118. PARENTAL INVOLVEMENT (c) through (f) as listed below and outlined in the Title I law:

SCHOOL POLICY INVOLVEMENT

Each school served under this part shall —

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;



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The annual meeting will be held in fall of each school year with agenda and activities separate from the school's "back-to-school" evening program.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

The school will try to vary its meeting times after soliciting input as to using alternatives to formal meetings such as surveys.

Transportation and child care may be offered by the school to enable parents to participate in school-related meetings and training sessions.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy;

Host two ESEA Advisory Committee meetings per annum with all stakeholders present, including parents, to review the curriculum in use at Title I schools, the forms of academic assessment used to measure pupil progress, and the proficiency levels pupils are expected to meet. Program budget review, program planning and evaluation, and academic assessment measures will also be discussed.

4. Provide all parents of participating children —
 - a. timely information about programs under this part;
 - b. 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



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- c. 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;

Provide at least two Title I parent evening educational programs aside and separate from the ESEA Advisory Committee and the Annual Title I parent meeting.

The school will operate its targeted Title I program with norms and systems to achieve open communication with parents through print, electronic, and face-to-face communication as well as Policy 2415.20 NCLB complaints procedure.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

An annual review of the school-parent-school compact on mutual responsibilities for learning will take place each year at the spring meeting of the ESEA Advisory Committee.

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 local educational agency assisted under this part —

1. Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, 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 part, and how to monitor a child's progress and work with educators to improve the achievement of their children;



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Every attempt is made at the school to provide academic progress information in an understandable and uniform format and to the extent practical, in a language the parents understand as well as instruction on parental access to online tracking tools.

2. 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;

Schools will provide supplemental materials to parents, as necessary and practical.

3. Shall educate teachers, pupil services personnel, 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;

Each school will adopt and implement approaches to improving parental involvement through their school-based Title I committee under the direction of the school's Title I coordinator.

4. 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;

Each school Principal and school Title I Coordinator reviews home mailings as to language and format.

5. 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;



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6. 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;

ACCESSIBILITY

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

Schools will review eligibility notification letters, notice of parent trainings, and academic progress reports for language and format suitability and appropriateness.

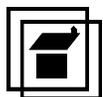
Freehold Regional High School District School/Parent/Student Compact

The Elementary and Secondary Education (ESEA) Act requires that district Title I schools (Freehold High School and Freehold Township High School) develop a teacher/parent/student compact that specifies mutual responsibilities regarding the education program for students. The compact is jointly reviewed with parents and defines goals, expectations, and shared responsibilities of schools and parents as equal partners improving student achievement.

PURPOSE

Effective schools are a result of families and school staff working together to ensure that students are successful in school. A compact is a voluntary agreement between these groups that firmly unites them. You are cordially invited to be involved in this partnership at Freehold High School and Freehold Township High School.

Shared Responsibilities for:	School Staff	Parent	Student
Having high achievement expectations	As a school, we expect all students to meet or exceed local, state, and national	As a parent, I will support education and believe that my child can reach high	As a student, I will do my best.



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	curriculum standards. We will:	goals. I will:	I will:
	<ul style="list-style-type: none"> review assessment results to determine the needs of students 	<ul style="list-style-type: none"> talk to my child about what is happening in school and the importance of working hard in school 	<ul style="list-style-type: none"> work hard
	<ul style="list-style-type: none"> plan instruction that helps to improve students' academic success 	<ul style="list-style-type: none"> make sure my child goes to school every day 	<ul style="list-style-type: none"> come to school on time
	<ul style="list-style-type: none"> give students many opportunities to show what they know 	<ul style="list-style-type: none"> make sure my child does classwork and homework regularly 	<ul style="list-style-type: none"> have books and materials that I need with me at all times
	<ul style="list-style-type: none"> give students timely feedback 	<ul style="list-style-type: none"> make sure my child gets to school on time 	<ul style="list-style-type: none"> pay attention in class
	<ul style="list-style-type: none"> help students succeed in all academic areas 	<ul style="list-style-type: none"> communicate with my child's teachers, when necessary 	<ul style="list-style-type: none"> make sure I understand my teacher's expectations
	<ul style="list-style-type: none"> continue to utilize advances in technology to enhance instruction and student learning 	<ul style="list-style-type: none"> assist my child in learning to resolve conflicts in positive ways 	<ul style="list-style-type: none"> complete my classwork and homework
		<ul style="list-style-type: none"> try to attend several school-sponsored events for parent involvement 	<ul style="list-style-type: none"> follow the rules of the school and district
		<ul style="list-style-type: none"> familiarize myself 	<ul style="list-style-type: none"> take advantage of the



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		with the rules of the school and district and ensure that my child understands them	opportunities to realize my academic potential
Good instruction that works for children	As a school, we will:	As a parent, I will:	As a student, I will:
	<ul style="list-style-type: none"> teach the FRHSD high quality curriculum 	<ul style="list-style-type: none"> attend meetings about what my child is learning 	<ul style="list-style-type: none"> know what is expected of me in all my subjects
	<ul style="list-style-type: none"> support each student's learning 	<ul style="list-style-type: none"> know what my child is learning 	<ul style="list-style-type: none"> ask questions
	<ul style="list-style-type: none"> assist parents in learning about ways they can help their children with homework and learning 	<ul style="list-style-type: none"> check homework and school projects 	<ul style="list-style-type: none"> accept peer and teacher feedback as an opportunity for academic growth
		<ul style="list-style-type: none"> ask questions about how I can help my child at home 	
Communicating	As a school, we will:	As a parent, I will:	As a student, I will:
	<ul style="list-style-type: none"> communicate with families about high academic standards, student progress and the school's overall performance 	<ul style="list-style-type: none"> attend Back-to-School night events, parent-teacher conferences and other school-sponsored programs and events such as my school's annual Title I meeting 	<ul style="list-style-type: none"> talk to my family about things I like about school
	<ul style="list-style-type: none"> communicate with families in an understandable and uniform format, 	<ul style="list-style-type: none"> tell the school about anything that might impact my child's 	<ul style="list-style-type: none"> respect myself and others



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	including alternative formats upon the request of parents with disabilities and to the extent practical, in a language that parents can understand	learning	
	<ul style="list-style-type: none"> make the school a friendly place for parents to meet, talk, and learn about their child's education 	<ul style="list-style-type: none"> tell the teacher or school when I do not understand something that is sent home 	<ul style="list-style-type: none"> talk to my family about things I am learning in school and any academic difficulties I am having at the time
	<ul style="list-style-type: none"> Back to School Night: September 15, 2016 Parent-Teacher Conference Date: November 17, 2016 	<ul style="list-style-type: none"> serving, to the extent possible, on policy advisory groups such as the Title I Parent Advisory Committee 	<ul style="list-style-type: none"> ask my teacher for help when I have problems with my classwork/homework

Adopted: 27 August 2012
 Revised: 22 July 2013
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 Revised: 29 August 2016

