

# POLICY

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### 2415.72 (Dr. Hani Awadallah School) TITLE I - SCHOOL PARENT AND FAMILY ENGAGEMENT

#### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports



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in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) "Parent and family engagement" 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;



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- (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; and
- (d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

### B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:  
(List actions)

- a. Encourage and invite parents to serve on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, ASP Committee, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- b. Administer surveys annually to allow parents/families and community members to provide input to school personnel regarding academic and non-



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academic support services, school policies, and community resources.

- c. Provide professional development for staff on how to increase parental involvement and improve lines of communication.
2. The school will 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 Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:  
*(Describe when and where the annual meeting will be held.)*

The school will conduct a parent meeting on Back-to-School Night involving parents in the process of creating the school's parent and family involvement policy. Parents/ families and community members will provide input and review the school's policy. Parents will be notified of this meeting through the school messenger communication (three days prior to meeting) and a written correspondence sent home with students.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:  
*(Describe how flexibility is provided.)*

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation,



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childcare, or home visits, as such services relate to parental involvement. Parents will be allowed to participate remotely.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

*(List activities)*

- a. The school will 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.
- b. To promote a better understanding of the curriculum, assessment and student needs, meetings will be established to assist parents in the development of content knowledge to support their children at home learning.
- c. The school will engage parents and guardians through workshops, training, and empowerment activities that are relevant to the student's success, achievement and enhance their role as advocates for their children and to be involved in shared decision making.
- d. Sub committees will be formed, through PTO, to address needs of the school community.



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5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;
    - (4) How to monitor their child's progress; and
    - (5) How to work with educators to improve the achievement of their children.  
*(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) Training workshops/sessions for parents;
      - (b) Back-to-School nights, Info-Sessions, and Report Card Nights



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- (c) Open lines of communications with appropriate school staff and Newsletters and Google Classroom Communications.
6. The school will provide parents of participating children, 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 practically possible.
- a. The school, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
(List activities)
    - (1) Dissemination of materials to parents by creating events, meetings, or programs where families can provide input and stakeholders can work together
    - (2) The school 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.
    - (3) Ensure parents are aware of the role of counselor to assist with family counseling services and provide resources if and when needed.



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- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, 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 reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:  
(List activities)

- (1) The participation of parents and guardians in two-way, meaningful communication involving students' academic learning and other school activities. The involvement includes ensuring that parents play an integral role in assisting their child's learning; parents and guardians are encouraged to be actively involved in their child's education at school and be 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.
- (2) Conduct Professional Development sessions for teachers on effective communication with Parents/Guardians/Stakeholders and the importance of documentation and the development of strong relationships.
- (3) The importance of maintaining a robust climate and culture mentoring program. Mentors reach out to support parents/students on maintaining



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a good attendance record, academic intervention, and follow up on Action Plans.

- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, 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 more fully participating in the education of their children, by:

*(List activities)*

- (1) Maintain a robust relationship with Paterson Early Education Department and share communication/information/compliance with NJ Guidelines with DHA Parents.
- (2) Jointly develop with, and distribute to, parents and family members of participating children a school-parent-student compact in accordance with Section 1116(d) (1) (2)
- (3) Ensure to develop, evaluate, agree, and distribute to parents and family members of participating children a written parent and family engagement policy in accordance with Section 1116(a) (2). The policy is made available to the local community and updated periodically, at least yearly. Title I - School Parent and Family Engagement Policy



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- d. The school will take the following actions to ensure that Title I 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:  
(List actions)
  - (1) Ensure that the results from the academic assessments required under Section 1111(b)(2) will be provided to parents, family members, and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents and family members can understand.
  - (2) All communications with parents are designed to address various languages spoken including but not limited to: English, Turkish, Arabic, and Spanish
  - (3) Inform parents and family members of an English learner participating in a language instruction educational program of their child's participation within 30 days after the beginning of the school year, or within 30 days of the child's identification for participation.
- 7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following



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programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:  
(*List activities*)

- a. Preschool teachers will work in conjunction with the Early Childhood Department/Special Education Department to develop and support students' specific learning goals.
  - b. Allow parents/families to communicate with school personnel in helping to set academic goals each year for their students (e.g. one-to-one meetings, IEP meetings, parent-teacher-student compacts, home visits).
  - c. Encourage parents/families to be involved in supporting learning at school through volunteering and assisting in school activities. Parents are encouraged and invited to participate in PTO meetings and sign up for volunteering opportunities.
8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement 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 parent and family engagement



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policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement 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. Principals will administer surveys to students, and results will be reviewed by the school-based Title I Committee.
  - b. School-Based Title I Committees will assess whether changes to existing parent and family engagement activities programs and activities are warranted. New programs and activities may be considered.
  - c. School-Based Committees will share their findings and recommendations with the district wide Title I Committee, which in turn will use this information to inform their annual review of the district wide Title I policy.
9. The school will take the following actions to involve parents in the process of school review and improvement:  
*(List activities)*
- a. Encourage and invite parents to serve on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, ASP Committee, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of



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Practitioners, the School Support Team or other school advisory or policy groups.

- b. Administer climate and culture surveys periodically.
- d. Host public board meetings, Q&A panels, and forum events to provide information to, and solicit input from, parents and other stakeholders. (Back-to-School nights, Info-Sessions, and Report Card Nights)

- 10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:

*(List actions)*

- a. Comments may be submitted directly to the school principal.
- b. Meeting agendas and minutes will be submitted and reviewed by the Leadership team. Concerns will be addressed.
- c. Upon quarterly ASP cycle reviews, parent comments/concerns will be addressed.

### C. Shared Responsibilities for High Student Academic Achievement

- 1. As a component of the school-level parent and family engagement 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



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school staff, and students will share the responsibility for improved student academic achievement:

*(List actions)*

- a. By June 2024, through the implementation of teacher led content focused PLCs, grounded in researched based instructional practices, 60% of educators will show a 20% increase in proficiency of instructional practices with continued focus on foundational skills in Literacy in addition to providing equity in differentiating instruction as measured from initial baseline data specific to the Classroom Discourse Tool.
- b. Through the implementation of teacher led content focused PLCs, grounded in researched based instructional practices, 60% of educators will show a 20% increase in proficiency of instructional practices with continued focus on foundational skills in Mathematics, including cross curricular activities (Science, Technology, Arts) in addition to providing equity in differentiating instruction as measured from initial baseline data specific to the Classroom Discourse Tool.
- c. Parent data will grow from fall to spring by an aggregate of 25% based on measurement on parental survey in the areas of equity, diversity, communication and safety and inclusion. This growth will stem from the formation of subcommittees that represent needs emerging from parental survey data that looks to equip, train and provide equitable services for the entire student community with a focus on all.



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### D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
  - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
  - d. Train parents to enhance the involvement of other parents.
  - e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with



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participating children, with parents who are unable to attend such conferences at school.

- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)
  - (1) Distribute surveys to parents and disseminate results to staff and community that focus on diversity, equity, safety, communication, and inclusion.
  - (2) Provide minimally three workshops and informational sessions for parents including ESL, Special needs, and general education. We will look at sign-in and attendance for sessions to note if there is an increase and participation that will let us know we are making an impact prior to the survey. If there is not an increase in attendance, we will meet and discuss prior to April 15 to readjust.



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- (4) Subcommittees along with the entirety PTO, will use the data to begin to plan and create resources to address the needs that have emerged from the survey. These PD sessions and training will be advertised and held so that parents can feel better equipped to support their child. This will occur throughout the year and sign ins, agendas and minutes will be collected as evidence. Impact will be discussed at the next subcommittee meeting.

### E. Accessibility

1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of 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:  
(List actions)
  - a. The school will ensure that all communication will be provided in a timely manner and in a format that is understandable to our diverse population.
  - b. Translation/Interpretative Services to create opportunities for all parents to participate meaningfully in their child's education.
  - c. Offer in school translation services.



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### F. Adoption

1. The School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a) (2)

Adopted: 18 October 2023



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