



Book	Lumberton Township Board of Education Policy Manual
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Title	Title I - District-Wide Parent and Family Engagement
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In support of strengthening student academic achievement, each school district that receives Title I, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA). This Policy establishes the school district's expectations for parent and family engagement, describes how the school district will implement a number of specific parent and family engagement activities, and is incorporated into the school district's Annual School Plan (ASP).

A. GENERAL EXPECTATIONS

1. The school district 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 of its schools with Title I, Part A programs, consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA). These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- b. Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
- c. The school district will incorporate this District-Wide Parent and Family Engagement Policy into its school district's plan developed under Section 1112 of the ESEA.
- 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 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.
- e. 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.

f. 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.

g. The school district will be governed by the following statutory definition of parent and family engagement, and expects Title I schools in the district 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;
- (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~~8~~ of the ESEA.

h. 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 of the Parental Information and Resource Center in the state..

B. DESCRIPTION OF HOW THE SCHOOL DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL AND FAMILY ENGAGEMENT POLICY COMPONENTS

Below is a description of how the district will implement or accomplish each of the following components:

1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:
 - a. Shall jointly develop, evaluate, agree, and distribute to parents and family members of participating children a written parent and family engagement policy in accordance with 1116(a)(2).
 - b. The policy is made available to the local community and updated periodically, at least yearly.
 - c. Shall ensure that parents and families are involved in the decision-making process to plan and implement an effective parent and family involvement program and activities to improve student academic achievement and school performance.
2. The school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 - a. Shall ensure the LEA and schools meet annually with parents and family members of participating Title I students to identify barriers to participation by parents and family members (especially parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and design strategies for more effective parental involvement.
 - b. Shall jointly develop with, and distribute to, parents and family members of participating children a school-parent-student compact in accordance with 1116(d)(1)(2).
 - c. Shall coordinate parental involvement strategies with other programs.
3. The school 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. Shall notify parents of participating children about the Title I programs, the schools' curriculum, assessment measures, and performance levels.
- b. Shall ensure the LEA and schools meet periodically with parents and family members of participating students at convenient times and places, including morning or evening, to discuss topics relating to their child's education.
- c. Shall ensure that the results from the academic assessments required under 111.1 (b) (2) will be provided to parents, family members, and teachers as soon as is practically 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.

4. The school district will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under the following other programs: (Such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:

- a. Shall notify parents and family members of each student that certain information may be requested and provided by the LEA in a timely manner in accordance with 1112(e) (A) and (B), Parents Right-to-Know.
- b. Shall 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 child's identification for participation. [(1112)(e)(3)(A) and (B)]
- c. Shall ensure that at least one percent of the LEAs Title I allocation (if allocation is more than \$500,000) is reserved for parent involvement activities. [1116(a)(3)(A)]

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 Parent and Family Engagement Policy in improving the quality of its Title I, Part A 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 Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its Parent and Family Engagement Policies.

- a. Shall allocate at least 90% of the 1% Parent and Family engagement reserve to the Title I funded schools for parent involvement activities. [1116(a)(3)(A)]
- b. Shall communicate with parents, family members, and the public in an understandable and uniform format and to the extent practicable, in a language parents and family members can understand, with special attention given to parents and family members of migratory students and English Learners.
- c. Shall communicate information in oral translations for parents and family members with limited English proficiency if written communications is not practicable.

6. The school district will build the school's and parent's 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 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 in this paragraph:

- 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:
 - a. Professional development workshops
 - b. Equity training through the Climate Team

c. Documentation meetings

b. 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 parent and family engagement, by:

1. Welcome Back to School Night
2. Parent Conferences
3. Parent Activity Nights

c. The school district will, with the assistance of its schools and parents, educate its teachers, student 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:

1. Professional development workshops
2. Equity training through the Climate Team
3. Documentation meetings

d. The school district 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, 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:

1. Family engagement nights
2. Parent resource center
3. Preschool parent engagement night

e. 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:

1. Shall inform parents and family members of an English Learner participating in a language instruction education 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. [1112(e)(3)(A) and (B)]
2. Shall communicate with parents, family members, and the public in an understandable and uniform format and to the extent practicable, in a language parents and family members can understand, with special attention given to parents and family members of migratory students and English Learners.
3. Shall provide the information in oral translations for parents and family members with limited English proficiency if written communications are not practicable.

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

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