

BOARD OF EDUCATION
Cherry Hill, New Jersey

POLICY 1240.1

TITLE I PARENT INVOLVEMENT

PART I. GENERAL EXPECTATIONS

The Cherry Hill School District agrees to implement the following statutory requirements:

The school district will put into operation programs, activities and procedures for the involvement of parents or guardians 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 or guardians of participating children.

Consistent with section 1118, the school district will work with its schools to ensure 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 Local Education Agency (LEA) plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practical, the school district and its schools will provide full opportunities for the participation of parent or guardian with limited English proficiency, parents or guardians with disabilities, and parents or guardians of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practical, in a language parents or guardians understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents or guardians of participating children, the school district will submit any parent or guardian comments with the plan when the school district submits the plan to the State Department of Education.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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

- (A) that parents or guardians play an integral role in assisting their child's learning;*
- (B) that parents or guardians are encouraged to be actively involved in their child's education at school;*
- (C) that parents or guardians 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, such as those described in section 1118 of the ESEA.*

PART II.

DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

It is the policy of Cherry Hill Public Schools that parents or guardians of participating children shall have an opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is a key to academic achievement, we seek to involve parents or guardians in an effective home-school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. The district encourages parent or guardian involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents or guardians to help their children; educating school personnel about involving parents or guardians and the value of parent contributions; and developing roles for community organizations and businesses to work with parents or guardians and schools.

The building principal will be responsible for:

1. Jointly developing an agreed-upon written policy that is distributed to parents or guardians of participating Title I children through the Parent Handbook which is distributed to every family by the staff of the schools they attend.

2. Convening two annual meetings for all parents or guardians of participating children. Additional meetings with flexible times shall be held throughout the year and be determined by parent or guardian suggestions. All Cherry Hill Public Schools will hold at least two annual meetings, one in the fall and one in the spring. Notification of these meetings will be sent in the building newsletter.
3. Providing a method for parents or guardians who require assistance in understanding the Title I requirements, standards, and assessments through the annual meetings and parent-teacher conferences.
4. Providing parents or guardians with an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stakeholders in the spring of the year, through individual reports given to parents or guardians at conference time, and through report cards.
5. Ensuring that parents or guardians in targeted assistance buildings are informed of and involved with their child's participation in the Title I program. They will also be informed about the curriculum, instructional objectives, and methods used in the program. This information will be delivered through newsletters, conferences and the annual meetings.
6. Encouraging parent or guardian recommendations and providing a response in a timely manner.
7. Providing parents or guardians with an opportunity to be involved with the planning, review, and improvement of the schoolwide programs. The vehicle used will be the School Leadership Committee (SLC). If the schoolwide program is not satisfactory to the parents or guardians of participating children, they may submit comments to the SLC.
8. Jointly developing a school/parent compact which outlines how parents or guardians, the entire school staff, and students all share responsibility for improved student achievement. The compact will also describe the means by which the school and parents or guardians will build and develop a partnership to help children achieve our high standards and this compact shall be distributed at annual meetings.

9. Providing an opportunity for parents or guardians of children in Title I programs, to become partners with the school in promoting the education of their children both at home and at school. Parents or guardians will be given help monitoring their student's progress and provided assistance on how to participate in decisions related to their student's education. The school will provide other reasonable support for parental involvement activities as requested by parents or guardians. Parents or guardians will be encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request.

10. Continuing to coordinate and integrate, to the extent feasible and appropriate, the parent involvement policy and other programs and activities within the district. Transitional information for students moving from fifth grade to sixth grade and from eighth to ninth grade will be provided to parents or guardians at Cherry Hill Public Schools at the annual spring meeting.

An annual evaluation of this parental involvement policy shall be conducted to determine its effectiveness by the Assistant Superintendent for Curriculum and Instruction. Findings will be used to design strategies for school improvement and revision policies. The annual spring meetings will serve as the site for the discussions of program adjustments.

Providing all of the Cherry Hill Public School District's children with equal access to quality education is a primary purpose. It is crucial that all partners (students, parents or guardians, educators, and communities) have the opportunity to provide input and other resources to meet this purpose. As these partnerships are mutually beneficial, developing cooperative efforts will ensure improved academic achievement for all students.

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.*
- Manual for the Evaluation of Local School Districts

Adopted: December 15, 2009