[See POLICY ALERT No. 228]

0163 QUORUM

A quorum **of the Board of Education** shall consist of **a minimum of** five Board members, and no business shall be conducted in the absence of a quorum, except when the Doctrine of Necessity is invoked.

All Board meetings shall be called to commence not later than 8:00 p.m. of the designated day but, if ~~In the event~~ a quorum is not present at the **time for which the meeting is called, the Board member or Board members present** ~~hour of convening, the meeting~~ may ~~be recessed~~ **recess the meeting** to a time not later than 9:00 p.m. of the same day~~.~~ **and, i**~~I~~f a quorum **be not present at that time,** ~~is not then present,~~ the **member or** members present may adjourn the meeting to **commence not later than 8:00 p.m. of another day, but not more than seven days following the date for which the original meeting was called, but no further recess or adjournment of the meeting shall be made** ~~a later date within seven days~~.

The Board of Education recognizes ~~that~~ there may be matters that come before the Board or acts required of Board members in their official capacity where the Board member may have a conflict of interest or the act **by a Board member** would be in violation of N.J.S.A. 18A:12-24. In these matters, the Board member(s) **shall** ~~will~~ remove **themselves** ~~himself/herself~~ from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter. The Board will consider this matter without the Board member(s) who has the conflict.

In the event a matter comes before the Board or an act is required of a Board member in **their** ~~his/her~~ official capacity that is a conflict or would be in violation of N.J.S.A. 18A:12-24, the Board would still be required to have a quorum to consider the matter. However, the New Jersey Department of Education and the School Ethics Commission ~~has~~ envisioned this prohibition could create a situation in which **the number of conflicted Board members would prevent** ~~so many Board members have a conflict, that~~ the Board ~~would be unable~~ to take action on a matter. Therefore, when more than a quorum of the Board members must abstain from voting on a matter **due to a conflict or the act would be in violation of N.J.S.A. 18A:12-24**, the Board will invoke the Doctrine of Necessity

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consistent with the New Jersey Department of Education and School Ethics Commission guidelines as follows:

A. Board Member(s) in Conflict - Less Than a Majority of The Board

1. In the event a Board member(s) has a conflict of interest where the Board member will act in **their** ~~his/her~~ official capacity, the Board member must remove **themselves** ~~himself/herself~~ from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.

2. In the event a Board member is unsure whether **they** ~~he/she~~ or any other Board member has a conflict of interest or whether the matter, if acted upon by a Board member(s) is in violation of N.J.S.A. 18A:12-24 - Prohibited Acts, the School Board Attorney will make a determination.

3. The School Board Attorney will provide the Board of Education an opinion on whether the matter is a conflict of interest or act prohibited by N.J.S.A. 18A:12-24 - Prohibited Acts.

4. If the Board member(s) believes **they** ~~he/she~~ **have** ~~has~~ a conflict of interest where **they** ~~he/she~~ will act in **their** ~~his/her~~ official capacity or if the School Board Attorney renders an opinion ~~that~~ the Board member has a conflict of interest where the Board member will act in **their** ~~his/her~~ official capacity, the Board member will remove **themselves** ~~himself/herself~~ from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.

B. **Board Member(s) in Conflict -** A Majority of Board Members in Conflict

1. In the event:

   a. A Board member(s) believes **they** ~~he/she~~ **have** ~~has~~ a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where he/she will act in his/her official capacity~~; or

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b. If the School Board Attorney renders an opinion ~~that the~~ a Board member(s) has a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where the Board member will act in his/her official capacity~~; and

c. The number of Board members that have a conflict would make it so the Board would be unable to take action on the matter, then the Board may invoke the ~~"Rule [or~~ Doctrine~~]~~ of Necessity~~." (Citing U.S. v. Will, 449 U.S. 200 (1980))~~.

C. ~~Rule [Or~~ Doctrine~~]~~ Of Necessity

1. The Doctrine of Necessity may be invoked when more than a quorum of the Board must abstain from voting on a matter.

2. There are three prerequisites necessary for a Board to invoke the Doctrine of Necessity:

   a. The Board must be unable to act without the members in conflict taking part;

   b. There must be a pressing need for action, i.e. the matter cannot be laid aside until another date; and

   c. There can be no alternative forum that can grant the same relief.

   ~~(Allen v. Toms River Regional Board of Education, 233 N.J. Super 651 (Law Division 1989).~~

3. When the School Board Attorney advises the Board the Doctrine of Necessity must be invoked in order to obtain a quorum on a vote, the Board must **publicly state:** ~~announce that it is invoking the Doctrine.~~

   a. **That it is invoking the Doctrine of Necessity;** ~~The announcement must include the reason the Board must~~

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~~invoke the Doctrine of Necessity including stating the nature of each Board members conflict.~~

b. **The specific reason/purpose for which the Doctrine of Necessity is being invoked; and** ~~The announcement will be in writing and should be recorded in the minutes of the meeting by the Board Secretary at the point when the vote takes place.~~

c. **The specific nature of the conflict of interest for each Board member that has a conflict of interest:** ~~It is enough for the Board to announce it is invoking the Doctrine and a Board Resolution is not required~~.

(1) The specific nature of the conflict of interest for each Board member should include the Board member's name; the name of the immediate family member or relative which is the basis for the conflict of interest, and the position that immediate family member or relative holds; or

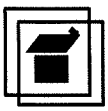
(2) If the specific nature of the conflict of interest for a Board member is a conflict other than an immediate family member or relative, the announcement should include the conflict which is the basis for the conflict of interest.

4. When the Board invokes the Doctrine of Necessity, it will adopt a Resolution setting forth the same information as outlined in C.3. above.

54. When the Board invokes the Doctrine of Necessity, the Resolution will be:

a. Read at a regularly scheduled public meeting;

b. Posted in such places the Board posts public notices for thirty days; and



c. **Provided to the School Ethics Commission** ~~When the Board announces the Doctrine of Necessity is being invoked, the details, parameters and/or other pertinent facts of the matter to be voted should be revealed on an agenda for the public meeting in which the matter is to be voted upon~~.

6~~5~~. The Board members who have a conflict in the matter are prohibited from:

a. Participating in any discussions on the matter prior to the announcement **of the invocation of the Doctrine of Necessity at the** ~~and~~ public meeting; ~~and~~

b. **Being present in an executive session when the matter is being discussed** ~~From entering an executive session in order to discuss the merits of the matter or contract~~; and

c. ~~From~~ **O**~~o~~ffering their opinions on the matter at any time prior to the announcement **or the invocation of the Doctrine of Necessity** ~~and public meeting~~.

~~6. The Board members who have a conflict in the matter may only participate to the extent they may vote after the motion to approve and/or ratify the matter has been made and seconded and the Doctrine of Necessity has been thoroughly explained to the public.~~

7. **The** Board members **who have a** ~~in~~ conflict may only ask questions regarding the matter to be voted on in public and after the Board has invoked the Doctrine of Necessity.

8. **The** Board members **who have a** ~~in~~ conflict may explain their reasons for not voting just before the vote.

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BYLAW GUIDE

N.J.S.A. **18A:10-6;** 18A:12-24
New Jersey School Ethics Commission – Advisory Opinions A10-93(b), ~~and~~ A07-94**, and C07-96**
New Jersey School Ethics Commission – Resolution on Invoking the Doctrine of Necessity – June 25, 2018

Adopted:

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[See POLICY ALERT Nos. 198, 222, and 228]

2415 EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 that provides Federal funds to help all New Jersey's school children achieve. The purpose of the ESSA is to ensure all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps. The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under the ESSA and the district will comply with the requirements of all the programs authorized by the ESSA.

The district may be eligible for several grant programs funded through the ESSA, including, but not limited to, Title I through Title VII. Many of the Titles of the ESSA have several parts and subparts that provide a funding source for specific purposes.

Application Procedure

The district will submit an annual ESSA Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and the ESSA for the district to be considered for funding under the ESSA.

Covered Programs

Formula grants under the ESSA are non-competitive grants that school districts are eligible for based on the make-up of their student bodies. These formula grants for each Title are committed to different purposes and may be used to support different activities and programs.

Title I

The largest Federal program supporting elementary and secondary education is Title I. The ESSA strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also

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requires minimum qualifications for teachers and paraprofessionals in Title I programs.

The school district must use the best available measure for identifying children from low-income families to: identify eligible school attendance areas, determine the ranking of each area, and determine allocations as identified in the Title I guidelines and regulations.

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English Language Learner (ELL) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

Type of Title I Program

The school district will offer a **Target Assistance** Title I program.

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.]

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New Jersey Department of Education Accountability System

The district will comply with the accountability system established by the New Jersey Department of Education and outlined in the New Jersey State Plan and approved by the United States Department of Education.

Fiscal Responsibility

The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and the ESSA.

Staff

The district will comply with the staff certification requirements of the ESSA and the NJDOE. In addition, the district will ensure all paraprofessionals meet the requirements as established by the ESSA and as outlined in Policy 4125 – Employment of Support Staff Members.

Parent and Family Engagement ~~Parental Involvement~~

The district will comply with the requirements as outlined in Policy 2415.04 – **Title I – District-Wide Parent and Family Engagement** ~~Parental Involvement~~ **and Policy 2415.50 – Title I – School Parent and Family Engagement as applicable** in accordance with the NJDOE and the ESSA.

Student Surveys, Analysis, and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive Federal funding from the United States Department of Education. The

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district will comply with the requirements as outlined in Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations in accordance with the PPRA.

Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous in accordance with the Victims of Violent Criminal Offenses as outlined in the ESSA, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and the ESSA.

Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and Federal guidelines.

Capital Expenses

The Superintendent will assure the district abides by New Jersey's Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school students; ensure accounts for any capital funding is separately maintained; and assure lease purchase agreements are consistent with applicable statute and administrative code.

Post-Award Requirements

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The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

Supplement, Not Supplant

Grant funds provided under Federal programs, including the ESEA of 1965 as amended by the ESSA, shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under the ESEA of 1965 as amended by the ESSA.

Evaluation

The Superintendent or designee will evaluate the ESSA programs as required by the United States and the New Jersey Departments of Education.

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.

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POLICY GUIDE

Adopted:

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[See POLICY ALERT Nos. 191 and 227]

2415.04 TITLE I – DISTRICT-WIDE **PARENT AND FAMILY** ~~PARENTAL INVOLVEMENT~~ **ENGAGEMENT**

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 its schools with Title I, Part A programs, consistent with Section 1116 of the ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

   b. Consistent with Section 1116 of the ESEA, 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.

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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 and, 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 if requested by the New Jersey Department of Education (NJDOE).

f. The school district will involve the parents of children served in Title I, Part A 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 reserve goes directly to the schools.

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

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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 of the ESEA.

h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy 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. Parents will be informed by Title I school Principal and Title I Coordinator of a meeting to develop the school-parent-student compact.

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:

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a. Parents will be informed by Title I school Principal and Title I Coordinator of a meeting to develop the school-parent-student compact.

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

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

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 parent and family engagement activities to improve student academic achievement and school performance:

   a. The school will host an annual parent information session

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. The school will host an annual parent information session.

   b. The school may, where appropriate, reach out to other local agencies to coordinate programs and information.

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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 parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

a. The Title I school Principal, Title I Coordinator and parents will discuss the evaluation conducted by the Principal at the annual meeting.

b. The Title I school Principal and Title I Coordinator 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;

c. 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; and

d. May pay reasonable and necessary expenses associated with local parental involvement activities, including

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transportation and child care costs, to enable parents to participate in school-related meetings and training sessions

6. The school district 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 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) The aforementioned topics will be discussed at the annual meeting with the Title I school Principal.

   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) Providing Title I teachers and administrators with the opportunity to attend workshops and conferences related to Title I in an effort to turnkey strategies to parents.

(2) Provide, where possible, additional Parent Academy evenings for parent education.

(3) The aforementioned topics will be discussed at the annual meeting with the Title I school Principal.

c. The school district will, with the assistance of its 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 implement and coordinate parent programs and build ties between parents and schools, by:

(1) Providing Title I teachers and administrators with the opportunity to attend workshops and conferences related to Title I

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 more fully participating in the education of their children, by:

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(1) The school may, where appropriate, reach out to other local agencies to coordinate programs and information.

(2) The school district will correspond with to other local agencies and non-public schools to coordinate programs and information annually.

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) Information related to school and parent programs will be listed on the website where it can be translated into multiple languages.

(2) If appropriate, and realistic, documents can be translated upon request.

C. Discretionary District-Wide Parent and Family Engagement Policy Components

1. The District-Wide 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 listed under Section 1116(e) of the ESEA:

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a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

b. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

c. Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

d. Training parents to enhance the involvement of other parents;

e. In order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

f. Adopting and implementing model approaches to improving parent and family engagement;

g. Establishing 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. Developing appropriate roles for community-based organizations and businesses, including faith-based

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organizations, in parent and family engagement activities; and

i. Providing other reasonable support for parent and family engagement activities under Section 1116 as parents may request.

D. Adoption

This Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Superintendent of Schools or designee. 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 one year and will be updated as needed on an annual basis. The school district will distribute this Policy to all parents of participating Title I, Part A children on or before October 1 of each school year.

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

Adopted:

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[See POLICY ALERT No. 227]

2415.50 **Readington Middle 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 in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

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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;

(b) That parents are encouraged to be actively involved in their child's education at school;

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(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:

2.

a. Parents will be informed by the Title I school principal of an annual meeting to review the engagement plan.

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:

At the school building or virtually within 4 weeks of the beginning of the school year.

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:

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The topic of flexible meetings will be discussed at the annual meeting. However, the meetings may be held virtually or in person to provide additional flexibility. Where possible, the Title I school principal will consider offering child care.

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:

   a. The annual parent meeting will be planned in coordination with district-wide Title I coordinator(s).

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;

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(4) How to monitor their child's progress; and

(5) How to work with educators to improve the achievement of their children.

(a) Workshops related to literacy and math;

(b) Additional resources;

(c) Any other workshops, resources, or materials discussed at the annual meeting.

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 will, 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:

(1) Hosting an annual meeting where the aforementioned topics will be discussed.

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

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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:

(1) Providing workshops and conferences to teachers;

(2) Hosting an annual meeting where the aforementioned topics will be discussed.

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:

(1) The school will host an annual parent information session.

(2) The school may, where appropriate, reach out to other local agencies to coordinate programs and information.

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

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uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
(List actions)

(1) Information related to school and parent programs will be listed on the website where it can be translated into multiple languages.

(2) If appropriate, and realistic, documents can be translated upon request.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:

a. The school may, where appropriate, reach out to other local agencies to coordinate programs and information.

b. The school district will correspond with to other local agencies and non-public schools to coordinate programs and information annually.

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 policy and activities to design strategies for more

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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. The Title I school principal shall conduct the evaluation during the annual meeting and review the results with the Title I coordinator.

9. The school will take the following actions to involve parents in the process of school review and improvement:*)*

a. The Title I school principal shall host and annual meeting where parents will be involved in the process of school review and improvement.

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:

a. The Title I school principal shall make any comments available to the Title I Coordinator.

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 school staff, and students will

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share the responsibility for improved student academic achievement:

a. Parents will be engaged in the planning during the annual meeting.

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

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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 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:

(1) Parents may request any additional support through the annual meeting with the Title I principal.

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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:

   a. Information related to school and parent programs will be listed on the website where it can be translated into multiple languages.

   b. If appropriate, and realistic, documents can be translated upon request.

F. Adoption

1. This 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.

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POLICY GUIDE

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

Adopted:

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[See POLICY ALERT No. 227]

2415.51 **Holland Brook 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 in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

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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;

(b) That parents are encouraged to be actively involved in their child's education at school;

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(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:

2.

a. Parents will be informed by the Title I school principal of an annual meeting to review the engagement plan.

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:

At the school building or virtually within 4 weeks of the beginning of the school year.

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:

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The topic of flexible meetings will be discussed at the annual meeting. However, the meetings may be held virtually or in person to provide additional flexibility. Where possible, the Title I school principal will consider offering child care.

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:

   a. The annual parent meeting will be planned in coordination with district-wide Title I coordinator(s).

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;

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(4) How to monitor their child's progress; and

(5) How to work with educators to improve the achievement of their children.

(a) Workshops related to literacy and math;

(b) Additional resources;

(c) Any other workshops, resources, or materials discussed at the annual meeting.

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 will, 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:

(1) Hosting an annual meeting where the aforementioned topics will be discussed.

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

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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:

(1) Providing workshops and conferences to teachers;

(2) Hosting an annual meeting where the aforementioned topics will be discussed.

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:

(1) The school will host an annual parent information session.

(2) The school may, where appropriate, reach out to other local agencies to coordinate programs and information.

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

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uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
(List actions)

(1) Information related to school and parent programs will be listed on the website where it can be translated into multiple languages.

(2) If appropriate, and realistic, documents can be translated upon request.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:

a. The school may, where appropriate, reach out to other local agencies to coordinate programs and information.

b. The school district will correspond with to other local agencies and non-public schools to coordinate programs and information annually.

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 policy and activities to design strategies for more

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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. The Title I school principal shall conduct the evaluation during the annual meeting and review the results with the Title I coordinator.

9. The school will take the following actions to involve parents in the process of school review and improvement:*)*

a. The Title I school principal shall host and annual meeting where parents will be involved in the process of school review and improvement.

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:

a. The Title I school principal shall make any comments available to the Title I Coordinator.

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 school staff, and students will

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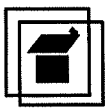

share the responsibility for improved student academic achievement:

a. Parents will be engaged in the planning during the annual meeting.

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

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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 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:

(1) Parents may request any additional support through the annual meeting with the Title I principal.

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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:

   a. Information related to school and parent programs will be listed on the website where it can be translated into multiple languages.

   b. If appropriate, and realistic, documents can be translated upon request.

F. Adoption

1. This 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.

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POLICY GUIDE

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

Adopted:

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[See POLICY ALERT No. 227]

2415.52 **Three Bridges 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 in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

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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;

(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:

2.

a. Parents will be informed by the Title I school principal of an annual meeting to review the engagement plan.

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:

At the school building or virtually within 4 weeks of the beginning of the school year.

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:

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The topic of flexible meetings will be discussed at the annual meeting. However, the meetings may be held virtually or in person to provide additional flexibility. Where possible, the Title I school principal will consider offering child care.

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:

   a. The annual parent meeting will be planned in coordination with district-wide Title I coordinator(s).

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;

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(4) How to monitor their child's progress; and

(5) How to work with educators to improve the achievement of their children.

(a) Workshops related to literacy and math;

(b) Additional resources;

(c) Any other workshops, resources, or materials discussed at the annual meeting.

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 will, 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:

(1) Hosting an annual meeting where the aforementioned topics will be discussed.

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

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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:

(1) Providing workshops and conferences to teachers;

(2) Hosting an annual meeting where the aforementioned topics will be discussed.

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:

(1) The school will host an annual parent information session.

(2) The school may, where appropriate, reach out to other local agencies to coordinate programs and information.

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

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uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
(List actions)

(1) Information related to school and parent programs will be listed on the website where it can be translated into multiple languages.

(2) If appropriate, and realistic, documents can be translated upon request.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:

a. The school may, where appropriate, reach out to other local agencies to coordinate programs and information.

b. The school district will correspond with to other local agencies and non-public schools to coordinate programs and information annually.

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 policy and activities to design strategies for more

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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. The Title I school principal shall conduct the evaluation during the annual meeting and review the results with the Title I coordinator.

9. The school will take the following actions to involve parents in the process of school review and improvement:*)*

a. The Title I school principal shall host and annual meeting where parents will be involved in the process of school review and improvement.

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:

a. The Title I school principal shall make any comments available to the Title I Coordinator.

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 school staff, and students will

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share the responsibility for improved student academic achievement:

a. Parents will be engaged in the planning during the annual meeting.

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

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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 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:

(1) Parents may request any additional support through the annual meeting with the Title I principal.

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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:

   a. Information related to school and parent programs will be listed on the website where it can be translated into multiple languages.

   b. If appropriate, and realistic, documents can be translated upon request.

F. Adoption

1. This 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.

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POLICY GUIDE

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

Adopted:

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[See POLICY ALERT No. 227]

2415.53 **Whitehouse 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 in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

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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;

(b) That parents are encouraged to be actively involved in their child's education at school;

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(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:

2.

a. Parents will be informed by the Title I school principal of an annual meeting to review the engagement plan.

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:

At the school building or virtually within 4 weeks of the beginning of the school year.

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:

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The topic of flexible meetings will be discussed at the annual meeting. However, the meetings may be held virtually or in person to provide additional flexibility. Where possible, the Title I school principal will consider offering child care.

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:

   a. The annual parent meeting will be planned in coordination with district-wide Title I coordinator(s).

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;

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(4) How to monitor their child's progress; and

(5) How to work with educators to improve the achievement of their children.

(a) Workshops related to literacy and math;

(b) Additional resources;

(c) Any other workshops, resources, or materials discussed at the annual meeting.

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 will, 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:

(1) Hosting an annual meeting where the aforementioned topics will be discussed.

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

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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:

(1) Providing workshops and conferences to teachers;

(2) Hosting an annual meeting where the aforementioned topics will be discussed.

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:

(1) The school will host an annual parent information session.

(2) The school may, where appropriate, reach out to other local agencies to coordinate programs and information.

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

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uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
(List actions)

(1) Information related to school and parent programs will be listed on the website where it can be translated into multiple languages.

(2) If appropriate, and realistic, documents can be translated upon request.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:

a. The school may, where appropriate, reach out to other local agencies to coordinate programs and information.

b. The school district will correspond with to other local agencies and non-public schools to coordinate programs and information annually.

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 policy and activities to design strategies for more

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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. The Title I school principal shall conduct the evaluation during the annual meeting and review the results with the Title I coordinator.

9. The school will take the following actions to involve parents in the process of school review and improvement:*)*

a. The Title I school principal shall host and annual meeting where parents will be involved in the process of school review and improvement.

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:

a. The Title I school principal shall make any comments available to the Title I Coordinator.

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 school staff, and students will

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share the responsibility for improved student academic achievement:

a. Parents will be engaged in the planning during the annual meeting.

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

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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 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:

(1) Parents may request any additional support through the annual meeting with the Title I principal.

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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:

   a. Information related to school and parent programs will be listed on the website where it can be translated into multiple languages.

   b. If appropriate, and realistic, documents can be translated upon request.

F. Adoption

1. This 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.

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POLICY GUIDE

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

Adopted:

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9130 PUBLIC COMPLAINTS AND GRIEVANCES

Any **parent, staff member, student, or Readington resident** ~~**person or group**~~ having a legitimate interest in the schools of this district may present a request, suggestion, or complaint concerning district personnel, the educational program, instructional or resource materials, or the operations of the district. The Board directs the establishment of procedures for the hearing and settlement of requests and complaints that provide a means for resolving them fairly and impartially, permit appropriate redress, and protect district personnel from unnecessary harassment.

When a Board member is confronted with an issue, he/she will withhold comment, commitment and/or opinion and refer the complaint or inquiry to the Superintendent, who shall review the complaint according to established procedures and in accordance with the New Jersey School Ethics Law.

Only in those cases where satisfactory adjustment cannot be made by the Superintendent and the staff shall communications and complaints be referred to the Board for resolution.

Any misunderstandings or disputes between the public and school district staff should, whenever possible, be settled by direct, informal discussions among the interested parties. It is only when such informal meetings fail to resolve differences that more formal procedures shall be employed. A complaint about a school program, personnel, instructional or resource materials should be addressed to the Building Principal, who will then communicate the complaint to the Superintendent.

The Superintendent shall establish procedures for the hearing of requests and complaints regarding district personnel, the educational program, instructional and resource materials, and the operation of the school district. Procedures will be governed by the following guidelines:

1. The matter will be resolved initially, wherever possible, by informal discussions between or among the interested parties.

2. A matter that cannot be resolved informally may be appealed at successive levels of authority, up to and including the Board of Education.

3. The complaint and its immediate resolution will be reduced to writing at the first and at each successive level of appeal.

4. A reasonable period of time, not to exceed three working days, will be permitted for the filing of an appeal in writing at each successive level. A decision at each level of appeal must be rendered in writing no later than ten working days after the appeal is filed, except that the Board shall have thirty calendar days to make an appropriate response.

5. In the case of complaints about instructional or resource materials, the initial complaint must set forth in writing the author, title, and publisher of the materials as well as those specific portions of the material or the work to which objection is taken; the complainant's familiarity with the work; the reasons for the objection; and the use of the work in the schools. The Superintendent shall appoint a committee of professional staff members and community representatives to review the challenged material against the standards for the selection of resource materials established by Board policy. The committee will report its findings to the Board. No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board of Education, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

6. A complainant shall be notified that a decision of the Board may be appealed to the Commissioner of Education.

Adopted: 24 January 2006