

Memo from the desk of

Maureen Guilfoyle

To: Pat Ditri

Cc: Greg Tatum

**Re: Union Title I District-School Parental Involvement
Policy**

Date: November 20th, 2014

*Please include a Board resolution for the
December board meeting to approve the
Township of Union Title I District-School
Parental Involvement Policy.*

Township of Union Title I District-School Parental Involvement Policy

December 2014

The Township of Union Schools agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents 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;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

**PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT
REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT
POLICY COMPONENTS**

FRANKLIN SCHOOL

1. The Franklin School will take the following actions to involve parents in the joint development of its district/school parental involvement plan.
 - 1. Encourage parental involvement at PTA meetings and functions, school events, back to school night, and parent conferences.*
 - 2. Parents are included on the Site Base committee*
 - 3. Surveys will be given to parents that will include suggestions from them on how the school can improve parental involvement*

2. The Franklin School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - 1. Discussions pertaining to school improvement during PTA meetings*
 - 2. Site Base committee will include parents*

3. The Franklin School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - 1. PTA meetings*
 - 2. Informational Parent nights*
 - 3. Back to School and Parent Teacher Conferences*
 - 4. Monthly and Quarterly Newsletters sent home*

4. The Franklin School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

1. Story Night (PTA function) - parents read various stories to students

2. Career Day – Parents discuss their careers with students

5. The Franklin School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

1. A survey will be given to the parents that will rate the programs Franklin School offers

2. As part of the survey, there will be a section where parents can make suggestions

3. Continuous discussions will take place during PTA meetings about ways to improve Franklin School

The survey will be sent home with the students to give to their parents and it will be returned back to school with the students. The survey will be conducted by Franklin School's administrative interns. After the data is collected and analyzed, the Principal will share the information at the PTA meeting.

6. The Franklin School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve 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 --

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

Components necessary to ensure success:

1. *The majority of parents need to attend informational parent night sessions/ workshops*

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 parental involvement, by:

1. *Back to School Night*

2. *Parent-Teacher Conferences*

3. *Informational Parent-Nights conducted by teachers and hired Professional Organizations*

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Board level Administration Directives

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even 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:

1. *Parents are encouraged to visit classrooms anytime*

2. *Story Nights are held once a month for Franklin School Students*

3. *Parents will be asked to select an appointed time once a year where they will read to their child's Kindergarten class*

4. *Every Pre-K student is given Waterford Reading/Language Arts DVD's to take home*

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. *Monthly "At a Glance" newsletters are sent out to the parents that explain what is happening at Franklin School*

2. *Four in depth newsletters are sent out for the school year*

3. *Monthly PTA meetings are held at Franklin School where information is shared*

4. *Teachers, staff, and administration maintain consistent communication with parents through emails, phone calls, notes, and conferences*

5. *Informational Parental nights are held at least twice a year*

PART III. DISCRETIONARY DISTRICT/ SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The District /School Parental Involvement 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 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- 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;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement 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;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

* * * * *

PART IV. ADOPTION

This District - Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Mr. Gregory Tatum, Superintendent of the Township of Union Schools.

This policy was adopted by the Township of Union Schools on 12/16/14 and will be in effect for the period of 12/16/14 – 11/30/15. The school district will distribute this policy to all parents of participating Title I, Part A children on or after December 16th 2014.

(Signature of Authorized Official)

(Date)

Township of Union Title I District-School Parental Involvement Policy

December 2014

The Township of Union Schools agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents 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;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

BURNET MIDDLE SCHOOL

1. The Burnet Middle School will take the following actions to involve parents in the joint development of its district/school parental involvement plan under section 1112 of the ESEA:

We have or will have; advertised via the school website, PTA meetings, fliers, and open parent meetings.

2. The Burnet Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

We have conducted open meetings for Title I information. Letters have been sent home regarding the Title I status.

3. The Burnet Middle School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

None requested at this time. All reviews have been conducted in house. Assistance will be requested if needed.

4. The Burnet Middle School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

NA

5. The Burnet Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are

economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Conduct parent surveys in languages that are prevalent in our school, paying close attention to the needs of the economically disadvantaged. Parent workshops conducted based upon survey results, workshops will be scheduled to meet the needs of the working parent community.

6. The Burnet Middle School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve 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 --

Workshops will be provided for parents to examine and learn about content standards.

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

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 parental involvement, by:

The following topics will be covered:

- *welcome to Burnet- getting the most out of middle school*
- *making homework less work*
- *study skills and organizational skills for your child*
- *making homework less work*
- *respect begins with you*

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- *Planning for school/parent communication workshops to be implemented during the 2014-2015 school year.*
- *Utilization of student data information software (Genesis).*
- *Burnet Open House*
- *Teachers to attend Proficiency review meetings to meet with parents*

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even 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:

N/A

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:

Information disseminated using various methods including the use of: flyers, website, letters, school message board, and local television (channel 34). Upon request alternate languages of the school population when practical and necessary.

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The District wide Parental Involvement 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 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- 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;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement 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;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

* * * * *

PART IV. ADOPTION

This District - Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Mr. Gregory Tatum, Superintendent of the Township of Union Schools.

This policy was adopted by the Township of Union Schools on 12/16/14 and will be in effect for the period of 12/16/14 – 11/30/15. The school district will distribute this policy to all parents of participating Title I, Part A children on or after December 16th 2014.

(Signature of Authorized Official)

(Date)



Jefferson School
Laura A. Damato, Interim Principal

Township of Union Title I District-Wide Parental Involvement Policy
December 2014

The Township of Union Schools agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents 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;***
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.***

155 Hilton Avenue Vauxhall, New Jersey 07088
(908) 851- 6560

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

JEFFERSON SCHOOL

1. **Jefferson School** will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

We have or will have; advertised via the schools, website, PTA meetings, fliers and open parent meetings.

2. **Jefferson School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

We have conducted open meetings for Title I information. Letters have been sent home regarding the Title I status.

3. **Jefferson School** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;

None requested at this time. All reviews have been conducted in-house. Assistance will be requested if needed.

4. **Jefferson School** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs,) by:

N/A

5. **Jefferson School** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Conduct parent surveys in languages that are prevalent in our school, paying close attention to the needs of the economically disadvantaged. Parental workshops conducted based upon survey results, workshops will be scheduled to meet the needs of the working parent community.

6. **Jefferson School** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community in improve student academic achievement, through the following activities specifically described below:



Jefferson School
Laura A. Damato, Interim Principal

- 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 –

Workshops will be provided for parents to examine and learn about content standards.

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

- 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 parental involvement, by:

The following topics will be covered:

- *organizing your child at home and at school*
- *improving parent/child communication*
- *study skills for success*
- *making homework less work*
- *respect begins with you*

- C. The schools district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- *Planning for school/parent communication workshops to be implemented during the 2014-2015 school year.*
- *Implementation of student data information software (Genesis)*
- *Jefferson Open House*
- *Teachers to attend Proficiency review meetings to meet with parents*

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even 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:

N/A

- 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:

Information disseminated using various languages of the school population through the use of: flyers, website, letters, school message board, and local television (channel 34)



Jefferson School
Laura A. Damato, Interim Principal

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The District-wide Parental Involvement 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 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- 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;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement 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;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

PART IV. ADOPTION

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(Signature of Authorized Official)

(Date)

Township of Union Title I District-School Parental Involvement Policy

December 2014

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- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents 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;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

UNION HIGH SCHOOL

1. Union High School will take the following actions to involve parents in the joint development of its district/ school parental involvement plan under section 1112 of the ESEA:
 - 1. Parents will be notified via the school web site.*
 - 2. Principal will attend PTA meetings and encourage parents to join Action Team.*
 - 3. Letter sent home to parents outlining ways to submit suggestions.*

2. Union High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - 1. Letter will be sent home to parents indicating school status and scores.*
 - 2. Parents will be notified via web site and PTA meetings encouraging participation in school improvement planning.*

3. Union High School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Union High School has not requested any technical assistance. Currently school is utilizing district personnel. If the need arises, UHS will request assistance.

4. Union High School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

NA

5. Union High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

1. Surveys will be distributed to parents. When possible, survey will be developed in the language that is used by the parent.

2. Parent workshops will be developed based upon survey results. Workshops will be scheduled to accommodate the needs of the parents.

6. Union High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve 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 --

The following topics will be introduced at parent workshops. Additionally, information will be sent home on these topics.

1. New Jersey's academic content standards.

2. New Jersey's student academic achievement standards.

3. Union High School's and New Jersey's assessments including alternate assessments.

4. The requirements of Part A.

5. How to monitor their child's progress.

6. How to work with educators.

- 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 parental involvement, by:

Parent workshops on the following topics:

- 1. Parents' role in their child's academic development.***
- 2. Literacy training for parents and students.***
- 3. Technology training for parents. (email, web access, using Genesis)***

- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- 1. Providing direct access to student performance to parents through web based Genesis.***
- 2. Union High School Open House.***
- 3. Teachers attending PTA meetings and discussing academic needs.***

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even 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:

NA

- 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:

Information will e disseminated using various languages via:

- 1. Flyers***
- 2. Letters***
- 3. Web site***
- 4. Outside Message Board***
- 5. TV 34***

**PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT
POLICY COMPONENTS**

NOTE: The District wide Parental Involvement 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 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- 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;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement 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;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

* * * * *

PART IV. ADOPTION

This District - Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Mr. Gregory Tatum, Superintendent of the Township of Union Schools.

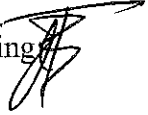
This policy was adopted by the Township of Union Schools on 12/16/14 and will be in effect for the period of 12/17/14 – 11/30/15. The school district will distribute this policy to all parents of participating Title I, Part A children on or after December 16th 2014.

(Signature of Authorized Official)

(Date)

**EDUCATION/STUDENT DISCIPLINE COMMITTEE
RESOLUTION E-4**

DEPARTMENT OF SPECIAL SERVICES
Township of Union Public Schools
M-E-M-O-R-A-N-D-U-M

TO: Greg Tatum
C: Julia Vicidomini, Pat Ditri
FROM: Joseph Seugling 
RE: Board Agenda
DATE: 12/2/2014

The committee recommends and I so move that the board approve the Establishment of a
Preschool Disabilities Self-Contained Program at Hannah Caldwell Elementary School,
effective 1/15/2015, in accordance with the information in the hands of each board member.

New Jersey State Department of Education
Union County Office of Education

Request to Establish or Eliminate a Special Education Program or Service

Complete **both** pages of this form and send to the county office of education for review and approval. **It is not necessary to complete this form to continue an existing program, unless the building location of the program is being changed in which case 2 forms are needed (one to eliminate in one building and one to establish in another building.)**

District: Township of Union School: Hannah Caldwell Elementary School Date: 12/2/2014

Check One: Establish a Program/Service

Eliminate a Program/Service

Check Type of Program:

Preschool/Elementary Resource Program:

- Pull-out supplementary
- Pull-out support
- Pull-out replacement
- In-class supplementary
- In-class support
- In-class replacement

Secondary Resource Program¹:

- Pull-out supplementary
- Pull-out support
- Pull-out replacement
- In-class supplementary
- In-class support
- In-class replacement

Elementary Special Class Program: (not K)

- Auditory Impairments
- Autism
- Behavioral Disabilities
- Cognitive Impairments, mild
- Cognitive Impairments, moderate
- Cognitive Impairments, severe
- Learning/ Language Disabilities, mild/moderate
- Learning/ Language Disabilities, severe
- Multiple Disabilities
- Preschool Disabilities
- Visual Impairments

Secondary Special Class Program²:

- Auditory Impairments
- Autism
- Behavioral Disabilities
- Cognitive Impairments, mild
- Cognitive Impairments, moderate
- Cognitive Impairments, severe
- Learning/ Language Disabilities, mild/moderate
- Learning/ Language Disabilities, severe
- Multiple Disabilities
- Visual Impairments
- Secondary Special Class (taught by general education teacher)

Extended School Year Program

Other program/service, please specify:

Note: Each newly proposed resource program, special class program and service must be located in a space that has been approved by the County Superintendent of Schools. Forms for substandard use are available in the county office. Facility approval must be obtained before approval of the request to establish a new program can be granted.

¹ Secondary resource programs are located in schools that contain any combination of grades 6 through 12, where the organizational structure is departmentalized for general education students.

² Secondary special class programs are located in schools that contain any combination of grades 6 through 12, where the organizational structure is departmentalized for general education students.

On a separate page, describe your request based on the following corresponding criteria/questions. Please check your forms for accuracy. Errors may result in denial and return for corrections.

To Establish a New Program/Service

1. Document the unmet student needs that will be addressed by the proposed program.
2. Describe the proposed program and explain how it will meet student needs:
 - a. Identify the **age range** and number of students to be served.
 - b. How will the Core Curriculum Content Standards be addressed?
 - c. How does this program address least restrictive environment?
 - d. What opportunities will be available for interaction with non-disabled peers?
 - e. State the number of professional and paraprofessional staff. For paraprofessional staff submit the locally developed job description and standards for approval (N.J.A.C. 6:11-4.6(c)).

To Eliminate a Program/Service

1. Provide a rationale for eliminating the program/service.
2. If the elimination of the special education program/service will result in a change to one or more students' current IEP(s), describe how the students' needs will be met. Indicate whether all IEP's of affected students have been amended with agreement of the student's parent(s).

I assure that the attached proposal to establish a new program/service is in accordance with New Jersey Administrative Code (N.J.A.C.) 6A:14, Special Education and N.J.A.C. 6A:26, Educational Facilities. (Attach the Board Resolution approving the establishment of the new program.)

Board Approval Date: _____ **Signed:** _____
(Chief School Administrator)

I assure that any change in a student's program/placement necessitated by eliminating the special education program/service described in the attached proposal will be implemented in accordance with N.J.A.C. 6A:14, Special Education. (Attach the Board Resolution approving the elimination of the program/service.)

Board Approval Date: _____ **Signed:** _____
(Chief School Administrator)

Approved _____ Denied _____ Comments _____
Signed: _____ Date _____ (County Supervisor of Child Study)

MANUAL FOR DEVELOPMENT OF JOB DESCRIPTIONS

Paraprofessional

G-5

TITLE: SPECIAL EDUCATION AIDE

- QUALIFICATIONS:**
1. High School Diploma; college-level coursework in education or related field
 2. Successful experience working with children
 3. Ability to communicate effectively with students, parents and school staff
 4. Knowledge of diverse needs of children with disabilities and appropriate special education classroom practices
 5. Required criminal history check and proof of U.S. citizenship or legal resident alien status

REPORTS TO: Certified classroom teacher, principal and student personnel services director

JOB GOAL: To assist the classroom teacher by working with individual and small groups of disabled students to provide them with physical help and emotional support as needed to gain optimum benefit from the district's special education program.

PERFORMANCE RESPONSIBILITIES:

1. Assists in taking care of the physical needs of the special education pupil, including putting on and taking off outerwear, moving from room to room and using the lavatory.
2. Assists with individualized instruction and works with small groups of students under the supervision of the special education teacher to reinforce material initially introduced by the teacher.
3. Assists, where appropriate, in loading and unloading the special education pupil from transportation buses or vans.

Hannah Caldwell Elementary School
(Self-Contained, Preschool)

1. The students IEPs will be reflective of the program placements. Their goals and objectives will be addressed in a less restrictive environment with proper supports and related services by providing the establishment of a Preschool Self-Contained at Hannah Caldwell Elementary School. Therefore, there are no unmet student needs.

2.
 - a. The age range in the Hannah Caldwell Elementary School program is as follows: students aged 3-5 years of age. The class will have a maximum of 12 classified students.

 - b. The Common Core State Standards and Core Curriculum Content Standards are addressed through instruction with the district adopted curriculum.

 - c. Establishment of this program allows students to remain in the least restrictive environment.

 - d. This class, per students' IEPs, will provide the opportunity for students to interact with non-disabled peers because there are general education students in the building.

 - e. One classroom aide is required for a class size up to 8 students, two classroom aides are required for a class size up to 12 students.