

TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

2415.04 TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

GENERAL EXPECTATIONS

The school district will put into operation programs, activities, and procedures for the engagement of parents and families 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 (a)(2)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 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 parent and family engagement policy into its LEA plan developed under Section 1112 of the ESEA.

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

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 parent and family engagement 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 parent and family engagement, and expects Title I targeted assistance schools in the district will carry out programs, activities, and procedures in accordance with this definition:



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

Parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. That parents and families play an integral role in assisting their child's learning;
2. That parents and families are encouraged to be actively involved in their child's education at school;
3. That parents and families 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;
4. The carrying out of other activities, such as those described in Section 1118 of the ESEA.
5. New Jersey maintains the New Jersey Parent Information and Resource Center, www.njpirc.org. Notification is posted on our Title I parent and family web page.

REQUIRED PARENT AND FAMILY ENGAGEMENT COMPONENTS

Below is a description of how the district will implement or accomplish each of the following components outlined below (Section 1118(a)(2), ESEA):

1. The Freehold Regional High School District will take the following actions to involve parents and families in the joint development of its district-wide parental and family engagement under Section 1112 of the ESEA:
 - a. Offer a flexible number of parent and family meetings, at varying times and dates;
 - b. Solicit input into the Title I targeted assistance program plan using alternatives to formal meetings participation such as through informal surveys on the district and school websites;
 - c. Convene an annual meeting to inform parents and families of Title I students eligibility requirements and about the right of parents and families to be involved in the Title I program.



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

- d. Provide parents and families of Title I students with timely information about Title I targeted assistance programs and other ways to support strengthening student academic achievement.
 - e. Solicit formal and informal feedback on how to improve the district's parent and family engagement programming.
2. The Freehold Regional High District will take the following actions to involve parents and families in the process of school review and improvement under Section 1116 of the ESEA:
- a. Host advertised annual ESEA Title I parent and family meetings at each of the Title I eligible schools to provide parents and families with timely information about the process of school improvement as well as programs funded and required by ESEA, including a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and an opportunity to provide input on the school parent-student compact;
 - b. May provide transportation, child care or such services to enable parents and families to participate in school-related meetings and training sessions;
 - c. Annually conduct a community needs-assessment, soliciting input from all stakeholders, that provides input into the formulation, revision, or abandonment of goals for the ESEA grant-funded programs.
 - d. Provide the opportunity at all schools' family-teacher organization meetings for family review of school programs and suggestions for improvement.
 - e. Build personal relationships, respect, and mutual understanding with families through home visits, community walks, and class meetings.
 - f. Share data with families about students' skill levels.



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Parent and Family Engagement Policy and activities to design strategies for more effective parental and family engagement, and to revise, if necessary (and with the engagement of parents and families) its parent and family engagement policies. The school district will take the following actions:

- a. Conduct a presentation and discussion regarding the existing policy led by the Building Principal at the ESEA Title I annual meeting;
- b. Conduct ongoing solicitation of input on the policy, including the use of the annual ESEA community stakeholder needs assessment survey;
- c. Conduct annual discussion with the district ESEA Advisory Committee and incorporate suggestions on the policy.

The Freehold Regional High School District will build the school's and parent's and family's capacity for strong engagement, in order to ensure effective engagement of parents and families and to support a partnership among the school, parents and families, and the community to improve student academic achievement, through the following activities specifically described below:

1. The Freehold Regional High School District will, with the assistance of its Title I, Part A schools, provide assistance to parents and families of children served by Title I school, as appropriate, in understanding topics such as the following:
 - New Jersey's student learning standards;
 - New Jersey's student academic achievement standards;
 - the New Jersey and local student learning assessments including alternate assessments;
 - the requirements of Title I, Part A;



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

- how to monitor their child's progress through online student management platforms;
- how to plan post-secondary goals for their children;
- how to work with educators as equal partners.

The school district may conduct the following activities including workshops, conferences, and classes that may be necessary to ensure success:

- a. Host annual ESEA parent and family meetings at each of the Title I eligible schools;
 - b. Host additional parent and family “university” meetings to encourage and support parents and families in more fully participating in the education of their children;
 - c. Provide notification of and access to state-sponsored activities of the Parent Information Resource Center (NJPIRC);
 - d. Maintain online listing of parent and family engagement resources.
2. The school district will, with the assistance of its schools, provide materials and training to help parents and families work with their children to improve their children's academic achievement, such as using classroom technology, as appropriate, to foster parent and family engagement, by:
- a. Maintaining online list of parent and family involvement resources;
 - b. Offering parent and family conferences, open-house events, and resources related to student achievement and college and career readiness;
 - c. Offering parental and family workshops and support on the use of appropriate district online student progress monitoring programs (e.g. Genesis and Naviance).



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

3. The Freehold Regional High School District will, with the assistance of its schools and parents and families, educate its teachers, student services personnel, Principals and other staff in how to reach out to, communicate with, and work with parents and families as equal partners in the value and utility of contributions of parents and families, and in how to implement and coordinate parent and family programs and build ties between parents and families and schools, by:
 - a. Adopting norms and systems to achieve open lines of communication with stakeholders;
 - b. Develop guidelines for the effective and sustainable use of two-way communication between the district and community members/organizations to advance common goals and objectives;
 - c. Expand and diversify digital and print communication to maximize stakeholder awareness and support of district goals and objectives, initiatives, and programs.
 - d. Educate staff members about the value of parent and family contributions and how to work with parents and families as equal partners.
4. The Freehold Regional High School District will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities such as parent and family resource centers, that encourage and support parents and families in fully participating in the education of their children, by:
 - a. Providing timely updates to the online parent and family resources;
 - b. Providing translation of school materials, where possible and practicable;
 - c. Provide transportation and child care services.
5. The Freehold Regional High School District will take the following actions to ensure that information related to the school and parent and family programs, meetings, and other activities, is sent to the parents and families of participating children in an understandable and uniform format,



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

including alternative formats upon request, and, to the extent practicable, in a language the parents and families can understand:

- a. Use of electronic notification system through district and school sources (e.g. Parent Link, Naviance);
 - b. Use of auto-dialing notification system to deliver pre-recorded messages to the home phone numbers of students and e-mail addresses of parents and families;
 - c. Use of printed digital mailings and announcements from district schools.
6. Provide other reasonable support for parental involvement activities under section 1118 as families may request.

ADOPTION AUGUST 2020

This District-Wide Parent and Family Engagement Policy has been developed jointly, and agreed on with parents and families of children participating in Title I, Part A programs. This Policy will be distributed to all parents and families of participating Title I, Part A children in an understandable and uniform format and, to the extent practicable, in a language the parents and families understand, at the beginning of each school year or when the child is determined eligible and begins participating in Title I, Part A programs.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents and families of participating children, a written involvement policy agreed on by the parents and families that describes the requirements of SEC. 1118. PARENT AND FAMILY ENGAGEMENT(c) through (f) as listed below and outlined in the Title I law:

SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

Each school served under this part shall —

1. Convene an annual meeting, at a convenient time, to which all parents and families of participating children shall be invited and encouraged to attend, to inform parents and families of their school's participation under this part and to explain the requirements of this part, and the right of the parents and families to be involved;



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

The annual meeting will be held in fall of each school year with agenda and activities separate from the school's "back-to-school" evening program.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parent and family engagement;

The school will try to vary its meeting times after soliciting input as to using alternatives to formal meetings such as surveys.

Transportation and child care may be offered by the school to enable parents and families to participate in school-related meetings and training sessions.

3. Involve parents and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental engagement policy;

Host two ESEA Advisory Committee meetings per annum with all stakeholders present, including parents and family members, to review the curriculum in use at Title I schools, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Program budget review, program planning and evaluation, and academic assessment measures will also be discussed as well as the improvement of the family engagement plan.

4. Provide all parents and families of participating children —
 - a. timely information about programs under this part;
 - 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



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

- c. if requested by parents and families, 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;

Provide at least two Title I parent and family educational programs aside and separate from the ESEA Advisory Committee Meetings and the Annual Title I parent meeting.

The school will operate its targeted Title I program with norms and systems to achieve open communication with parents and families through print, electronic, and face-to-face communication as well as Policy 2415.20 ESEA complaints procedure.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent and family involvement policy, each school shall jointly develop with parents and families for all children served under this part a school-parent compact that outlines how parents and families, the entire school staff, and students will share the responsibility for improved student academic achievement.

An annual review of the school-parent-school compact on mutual responsibilities for learning will take place each year at the spring meeting of the ESEA Advisory Committee.

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and families and to support a partnership among the school involved, parents and families, and the community to improve student academic achievement, each school and district assisted under this part —

1. Shall provide assistance to parents and families of children served by the school or district, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

Every attempt is made at the school to provide academic progress information in an understandable and uniform format and to the extent practical, in a language the parents and families understand as well as instruction on parent and family access to online tracking tools. District administrator presents state assessment data on its website and in public annually.

2. Shall provide materials and training to help parents and families to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental engagement;

Schools will provide supplemental materials to parents, as necessary and practical. State assessment parent and student guides are posted on the district website as well as information on the student management/monitoring system.

3. Shall educate teachers, student services personnel, principals, and other staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and in how to reach out to, communicate with, and work with parents and families as equal partners, implement and coordinate parent programs, and build ties between parents and families and the school;

Each school will implement approaches to improving parental involvement through parent and family evening activities (recreational/athletic) and informational sessions such as college admission, financial aid, adolescent development, and the benefits of family-school partnerships.

4. Shall ensure that information related to school and parent and family programs, meetings, and other activities is sent to the parents and families of participating children in a format and, to the extent practicable, in a language the parents and families can understand;

Each school Principal reviews home mailings as to language and format.

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



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

6. May 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 and families who are unable to attend such conferences at school, in order to maximize parent and family engagement and participation;
7. Shall provide such other reasonable support for parent and family engagement activities as parents may request.

ACCESSIBILITY

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 and families with children with limited English proficiency, parents and families with children with disabilities, and parents and families of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents and families can understand.

Parents and families will receive eligibility notification letters, notice of trainings, and academic progress reports in a format and, to the extent practicable, in a language such families can understand.

Freehold Regional High School District School/Parent/Student Compact For Freehold High School and Freehold Township High School

The Elementary and Secondary Education (ESEA) Act requires that district Title I, Part A schools (Freehold High School and Freehold Township High School) develop a teacher/parent/student compact that specifies mutual responsibilities regarding the education program for students. The compact is jointly reviewed annually with parents and defines goals, expectations, and shared responsibilities of schools and parents as equal partners in improving student achievement.

PURPOSE

Effective schools are a result of families and school staff working together as partners to ensure that students are successful in school. A compact is a voluntary agreement



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

between these groups that firmly unites them. You are cordially invited to be involved in this SY 2020-2021 partnership at Freehold High School and Freehold Township High School.

Shared Responsibilities for:	School Staff	Parent and Family	Student
Having high achievement expectations	As a school, we expect all students to meet or exceed local, state, and national curriculum standards. We will:	As a parent, I will support education and believe that my child can reach high goals. I will:	As a student, I will do my best. I will:
	<ul style="list-style-type: none"> review assessment results to determine the needs of students 	<ul style="list-style-type: none"> talk to my child about what is happening in school and the importance of working hard in school 	<ul style="list-style-type: none"> work hard
	<ul style="list-style-type: none"> provide high-quality curriculum and in a supportive and effective learning environment 	<ul style="list-style-type: none"> make sure my child goes to school every day 	<ul style="list-style-type: none"> come to school on time daily
	<ul style="list-style-type: none"> give students many opportunities to show what they know 	<ul style="list-style-type: none"> make sure my child does classwork and homework regularly 	<ul style="list-style-type: none"> have books and materials that I need with me at all times
	<ul style="list-style-type: none"> give students timely feedback 	<ul style="list-style-type: none"> make sure my child gets to school on time 	<ul style="list-style-type: none"> pay attention in class
	<ul style="list-style-type: none"> help students succeed in all academic areas to meet state student academic achievement standards 	<ul style="list-style-type: none"> communicate with my child’s teachers, when necessary 	<ul style="list-style-type: none"> make sure I understand my teacher’s expectations
	<ul style="list-style-type: none"> continue to utilize advances in 	<ul style="list-style-type: none"> assist my child in learning to resolve 	<ul style="list-style-type: none"> complete my classwork and



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

	technology to enhance instruction and student learning	conflicts in positive ways	homework
		<ul style="list-style-type: none"> try to attend several school-sponsored events for parent involvement 	<ul style="list-style-type: none"> follow the rules of the school and district
		<ul style="list-style-type: none"> familiarize myself with the rules of the school and district and ensure that my child understands them 	<ul style="list-style-type: none"> take advantage of the opportunities to realize my academic potential
Good instruction that works for children	As a school, we will:	As a parent, I will:	As a student, I will:
	<ul style="list-style-type: none"> teach the FRHSD high quality curriculum 	<ul style="list-style-type: none"> attend meetings about what my child is learning 	<ul style="list-style-type: none"> know what is expected of me in all my subjects
	<ul style="list-style-type: none"> support each student's learning 	<ul style="list-style-type: none"> know what my child is learning 	<ul style="list-style-type: none"> ask questions
	<ul style="list-style-type: none"> assist parents in learning about ways they can help their children with homework and learning 	<ul style="list-style-type: none"> check homework and school projects 	<ul style="list-style-type: none"> accept peer and teacher feedback as an opportunity for academic growth
		<ul style="list-style-type: none"> ask questions about how I can help my child at home 	
Communicating	As a school, we will:	As a parent, I will:	As a student, I will:
	<ul style="list-style-type: none"> communicate with families about high 	<ul style="list-style-type: none"> attend Back-to-School night events, parent- 	<ul style="list-style-type: none"> talk to my family about things I like



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

	<p>academic standards, student progress and the school’s overall performance</p> <ul style="list-style-type: none"> • Report student progress quarterly • Provide individual student reports about performance on state assessments 	<p>teacher conferences and other school-sponsored programs and events such as my school’s annual Title I meeting</p>	<p>about school</p>
	<ul style="list-style-type: none"> • communicate with families in an understandable and uniform format, including alternative formats, upon the request of parents, and to the extent practical, in a language that parents can understand 	<ul style="list-style-type: none"> • tell the school about anything that might impact my child’s learning 	<ul style="list-style-type: none"> • respect myself and others
	<ul style="list-style-type: none"> • make the school a friendly place for parents to meet, talk, and learn about their child’s education at times and dates convenient for them 	<ul style="list-style-type: none"> • tell the teacher or school when I do not understand something that is sent home 	<ul style="list-style-type: none"> • talk to my family about things I am learning in school and any academic difficulties I am having at the time
	<ul style="list-style-type: none"> • Back to School Night: September 24, 2020 • Parent-Teacher Conference Date: November 12, 2020 	<ul style="list-style-type: none"> • serving, to the extent possible, on policy advisory groups such as the ESEA Advisory Committee or school-level Title I Committee 	<ul style="list-style-type: none"> • ask my teacher for help when I have problems with my classwork/ homework

Adopted: 27 August 2012
Revised: 22 July 2013



TITLE I – DISTRICT-WIDE PARENT AND FAMILY INVOLVEMENT (M)

Revised: 25 August 2014

Revised: 22 June 2015

Revised: 29 August 2016

Revised: 28 August 2017

Revised: 27 August 2018

Revised: 26 August 2019

Revised: 24 August 2020

