

# **Quinton Township Board of Education District Policy Manual**

## **Instructional Program      Series 6000**

### **Title I Parental Involvement Policy 6171.31**

Date Adopted: April 25, 1996 Date Revised: January 22, 2009 Page 1 of 3

#### **Statement of Purpose**

The Quinton Township School District is committed to the goal of providing quality education to every child in the district. To this end, the district recognizes the importance of establishing partnerships with parents/guardians and with the community. Together, we can promote high achievement by our children. Parents/guardians play an extremely important role as the child's first teachers. As such, their support for their children and for the school is critical to their children's success at every step along the way. The goal is a school-home partnership that will help all students in the district to succeed.

#### **Parental Involvement in Developing the Policy**

The School Improvement Team, consisting of parents/guardians, teachers, members of the community, and school administration will meet to develop our school district's Parental

Involvement Policy. Attention will be given to recruiting parents/guardians of children in the Title I program. The goal is to have at least one parent/guardian whose child is participating in the Title I program (or has participated in the past few years) as a member of the School Improvement Team.

#### **Annual Meeting for Title I Parents**

At least once annually, a public meeting shall be held for the purpose of informing parents/guardians of the programs and activities provided with Title I funds. The agenda shall include:

- A. Informing parents/guardians of their right to consult in the design and implementation of the Title I program;
- B. Providing parents/guardians with information about the Title I law, regulations and instructional programs;
- C. Providing parents/guardians with a copy of the district's current Parental Involvement Policy and offering them a chance to become involved in revising that policy as needed;
- D. Soliciting parents/guardians' input about basic skills improvement programs and related activities;
- E. Providing parents/guardians an opportunity to establish mechanisms for maintaining ongoing communication among parents/guardians, staff and the Board.

The parents/guardians of all eligible children shall be invited to attend this meeting.

### **School Improvement Team Activities/Responsibilities**

The School Improvement Team shall provide recommendations for the planning, implementation and evaluation of the relevant Title I program. Recommendations from the Team shall be considered by the Board of Education but shall not reduce the responsibility of the Board, which shall be free to accept or reject the recommendations. Final authority for any program remains vested with the Board of Education. Any publicity concerning the organization, membership, operations, findings or recommendations of the School Improvement Team shall be released only with the permission of the Superintendent of Schools.

### **School-Parent Compact**

According to Title I regulations, each school receiving Title I funds must share responsibility with parents/guardians for high performance by developing a school-parent/guardian-student compact jointly with the parents/guardians of children participating in the program. These compacts must outline how parents/guardians, staff, and the students will share responsibility for promoting high student achievement.

Parents/guardians will receive the compact from their child with a checklist of responsibilities that teachers, parents/guardians, and students will each have for helping students achieve their goals.

Parents/guardians are urged to discuss the compact with their children before signing it and having their children sign.

### **Types of Parental Involvement**

There are many ways in which parents can become involved with their children's education. This school district values both the at-home contributions and those that take place at school and in the community. Reading to children at home and talking with them at a family meal are as important as volunteering at school and serving on school committees. Many types of parental involvement are needed in a school-home-community partnership that will help all of our children to succeed.

### **Matching Programs to the Needs of Our Community**

Each year, the school district will assess the needs of parents and children in this community, through a variety of measures- including questionnaires sent home to parents – so that the Title I program will be tailored to meet those needs. Workshops, Parent Universities and other programs will be available to match the expressed needs. Parents/guardians may call the school at any time to express an interest in a particular workshop or to make suggestions.

### **Staff-Parent Communication**

Communication between parents/guardians and staff is very important in helping children achieve their goals. Notices, phone calls, conferences, and home visits will take place as needed. Parents/guardians are encouraged to take the initiative in calling their child's teacher when they are concerned about a problem.

## **Evaluation**

The School Improvement Team will be involved in the process of school review and improvements. At least one parent/guardian of a child in the Title I program will be part of this group. Evaluation of the Title I program will be in compliance with Title I regulations and guidelines.

Included in the assessment of the effectiveness of parental involvement will be:

- Determining the effectiveness of the policy in increasing parent/guardian involvement;
- Identifying barriers to greater participation by parents/guardians. Paying particular attention to parents/guardians who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background; and,
- Using findings to design strategies for school improvement and revising, if necessary, the parental involvement policy.

The evaluation will be made through an annual parent/guardian – teacher survey and by keeping records of attendance at parent/guardian – teacher conferences, Parent Universities, and other workshops offered throughout the year.

## **Legal References**

NJSA 18A:35-4.9 Pupil promotion and remediation; policies and procedures  
18A:59-1 through -3 Apportionment and distribution of federal funds; exceptions

NJAC 6A:32-14.1 Review of mandated programs and services

42 U.S.C.A. 2000d - 2000d4 - Title VI of the Civil Rights Act of 1964

Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988  
(P.L. 100-297)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

## **Possible Cross References**

3220/3230, 3514, 5120, 5200, 6122, 6141, 6142.2, 6142.6, 6171.1, 6171.4