

# Gateway Group - Federal Programs Procedures and Documentation

## [Gateway Group - Federal Programs Procedures](#)

[Introduction](#)

[The Title Grants](#)

[Title I Service Models](#)

[Title I Parental Involvement Requirements](#)

[Documenting Title I Compliance with Federal Mandates](#)

[NonPublic School Services](#)

[Annual School Planning](#)

[Evidence-Based Requirements](#)

[Necessary, Reasonable, and Allowable Costs](#)

[Federal Program Implementation Timeline](#)

## [Gateway Group - Federal Programs Documentation](#)

[Gateway Regional - Title I – Parents’ Right-to-Know Letter](#)

[Gateway Regional Title I Schoolwide Program Information](#)

[Gateway Regional Title I District-School Parent and Family Engagement Policy](#)

[Gateway Regional High School Title I School-Parent Compact](#)

[Gateway Regional Title I Annual Meeting Agenda](#)

[Gateway Regional - Release of Student Information to Military Recruiters, College/University Recruiters or Prospective Employers Notification](#)

[Gateway Regional - Notification of Initial Placement in ESL Program](#)

[Gateway Regional - Notification of Continuing Placement in ESL Program](#)

[Gateway Regional - Notification of ESL Program Exit](#)

[Westville - Title I – Parents’ Right-to-Know Letter](#)

[Westville Title I Schoolwide Program Information](#)

[Westville Title I District-School Parent and Family Engagement Policy](#)

[Westville Elementary School District Title I School-Parent Compact](#)

[Westville Title I Annual Meeting Agenda](#)

[Westville - Notification of Initial Placement in ESL Program](#)

[Westville- Notification of Continuing Placement in ESL Program](#)

[Westville - Notification of ESL Program Exit](#)

[National Park - Title I – Parents’ Right-to-Know Letter](#)

[National Park Title I Schoolwide Program Information](#)

[National Park Title I District-School Parent and Family Engagement Policy](#)

[National Park Elementary School District Title I School-Parent Compact](#)

[National Park Title I Annual Meeting Agenda](#)

[National Park - Notification of Initial Placement in ELS Program](#)

[National Park- Notification of Continuing Placement in ELS Program](#)

[National Park - Notification of ELS Program Exit](#)

[Woodbury Heights - Title I – Parents’ Right-to-Know Letter](#)

[Woodbury Heights - Title I Targeted Assistance Identification Letter](#)

## **Gateway Group - Federal Programs Procedures and Documentation**

[Woodbury Heights Title I District-School Parent and Family Engagement Policy](#)

[Woodbury Heights Elementary School District Title I School-Parent Compact](#)

[Woodbury Heights Title I Annual Meeting Agenda](#)

[Woodbury Heights - Notification of Initial Placement in ELS Program](#)

[Woodbury Heights- Notification of Continuing Placement in ELS Program](#)

[Woodbury Heights - Notification of ELS Program Exit](#)

[Wenonah - Title I – Parents' Right-to-Know Letter](#)

[Wenonah - Title I Targeted Assistance Identification Letter](#)

[Wenonah - Title I Targeted Assistance Exit Letter](#)

[Wenonah Title I District-School Parent and Family Engagement Policy](#)

[Wenonah Elementary School District Title I School-Parent Compact](#)

[Wenonah Title I Annual Meeting Agenda](#)

[Nonpublic Request for Consultation](#)

[Nonpublic Participation Refusal](#)

[SAMPLE - TIME AND ACTIVITY DUTY SCHEDULE](#)

# **Gateway Group - Federal Programs Procedures and Documentation**

## **Gateway Group - Federal Programs Procedures**

### **Introduction**

This handbook describes the Title I, II, III, and IV programs, the procedures to be followed, and the responsibilities of faculty and staff members.

### **The Title Grants**

The purpose of Title I, Part A is to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging, State academic standards.

Founded in 1965 as part of the Elementary and Secondary Education Act, it is the largest assistance program for American schools. The purpose is to provide additional academic support and learning opportunities for students in schools with high percentages of socioeconomically disadvantaged students to help ensure that all students meet state academic standards. Funding flows from federal to state DOE to schools.

Title II, Part A - Teacher and Principal Training and Recruiting Fund increases student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies.

Title III Part A of the federal Elementary and Secondary Education Act (ESEA) provides funds to help English learners, including immigrant children and youth, succeed in school by assisting them in becoming fluent in English and meeting challenging state academic content and student academic achievement standards.

Title IV, Part A, the Student Support and Academic Enrichment (SSAE) program is intended to 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

# Gateway Group - Federal Programs Procedures and Documentation

## Title I Service Models

School-Wide	Targeted Assistance
For schools with greater than 40% of students qualifying as economically disadvantaged or who receive a waiver from the NJDOE, a schoolwide model will be used. In this model, every student is identified as a Title I student and are eligible for services.	For schools with fewer than 40% of students qualifying as economically disadvantaged and have not received a waiver, a targeted assistance model will be used. In this model, students will be identified for support using multiple measures, including diagnostic assessments, lunch status, etc. to determine eligibility. Only identified students will receive Title I services.
Schools utilizing a school-wide model: National Park, Westville, and Gateway Regional	Schools utilizing a targeted assistance model: Woodbury Heights, and Wenonah.

## Title I Parental Involvement Requirements

Gateway Group Schools recognizes the importance, value, and necessity of parent involvement to support and increase student achievement and student success. Parental involvement is integral to all Title I programs, activities and procedures. All Title I schools are required to plan and implement various parent involvement projects.

Title I staff at each school are responsible for ensuring that activities required by Title I are documented. This list was developed to provide guidance to schools and ensure compliance.

- District Parental Involvement Policy
  - Gateway Group Schools have a district-level parental involvement policy that applies to all parents. The district may amend that policy, if necessary, to meet the requirements of Title I. The policy must be distributed to parents. It will be included as part of the school's student or parent handbook, which is given to all parents at enrollment and during annual fall communications. The policy must also be shared with the community; this will be done through the school's website. The policy must be updated periodically to meet changing needs of parents and schools.
- School-Parent Compacts
  - The school and parents must share responsibility for high student performance by developing a School-Parent Compact. The compact is part of the Title I Parent Involvement Policy. The School-Parent Compacts must:
    - Outline how parents, the entire staff and students will share responsibility for student academic achievement
    - Describe the school's responsibilities, such as providing high-quality curriculum, providing instruction in a supportive and effective learning environment that enables the children served to meet the State's student performance standards

## Gateway Group - Federal Programs Procedures and Documentation

- Describe ways in which each parent will be responsible for supporting their children's learning (such as monitoring attendance and homework completion, volunteering; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time)
- Describe what students will be expected to do
- Outline how the school and parents will build partnerships to help children achieve the State's Standards of Learning
- Address the importance of communication between teachers and parents on an ongoing basis
- Annual Meeting
  - The school must hold an annual meeting, at a convenient time, for all parents of participating children to communicate to parents their child's participation in Title I and to explain its requirements, and their right to be involved. This meeting will be held at an open house or other back to school night. Federal mandates require that these meetings be documented. Documentation will consist of an invitation, agenda, and a sign-in roster. Schools will demonstrate that they invited and encouraged parents to attend.
- Parents Right to Know Teacher Qualifications
  - Parents will be notified at the start of each school year of their right to request information about the professional qualifications of their children's teachers (Parents' Right-to-Know). Information the LEA will provide, if requested, includes: 1) the certification and/or licensing status of the teacher; 2) degrees held by the teacher; 3) emergency or provisional status of the teacher, if applicable; and 4) qualifications of any paraprofessionals serving the child. Parents will also be notified if a teacher who is not "highly qualified" is instructing their child for four (4) or more weeks. This notification must be distributed to parents. It will be included as part of the school's student or parent handbook, which is given to all parents at enrollment and during annual fall communications. The policy must also be shared with the community; this will be done through the school's website.
- Parents Right to Request Information Regarding State/Local Assessments
  - Parents have the right to request information about state and local policies regarding student participation in required state and/or local assessments. This notification must be distributed to parents. It will be included as part of the school's student or parent handbook, which is given to all parents at enrollment and during annual fall communications. The policy must also be shared with the community; this will be done through the school's website.
- Parents Right to Know - Language Instruction
  - Parents must be notified within thirty (30) days of the start of the school year if their child has been identified as limited English proficient and in need of English language instructional services. Notification must be in language parents will understand. This notification will be mailed to parents. This information will inform parents of the ways

## Gateway Group - Federal Programs Procedures and Documentation

they can become involved in their children's education by helping their child attain English proficiency, assisting their child to achieve at high levels within a well-rounded educational environment; and enabling their child to meet the challenging State academic standards.

- The following components will also be included in the ELL Placement Letter:
  - The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
  - The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including
    - how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
    - How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
    - How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
    - The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
    - In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the
    - Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
  - Information pertaining to parental rights that includes written guidance detailing the right that parents have to have their child immediately removed from such program upon their request;
    - detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.
- Schoolwide or Targeted Assistance Program Information
  - Schoolwide Program Schools will provide parents of all students with information about the Schoolwide program and how this program supports all students.

## **Gateway Group - Federal Programs Procedures and Documentation**

- Targeted Assistance Schools must provide parents of students selected for Title I services with information on the following: 1) Title I programs; 2) the school's curriculum; 3) assessment measures; and 4) their children's proficiency level. This notice will be sent after the student selection process is completed and include the Title I entrance and exit criteria. If a parent refuses services, the parent's signature must be on file. This notification will be mailed to parents.
- Military, Post-Secondary, and Prospective Employer Disclosure of Information
  - Schools serving students in grades 9-12 must provide notice to parents of their right to opt out of providing certain student information to military recruiters, post-secondary institutions, and prospective employers including students' names, email address, address, and phone numbers. The nondisclosure request must be submitted in writing by the parent if the student is younger than 18 or by the student if they are over the age of 18. This notification must be distributed to parents. It will be included as part of the school's student or parent handbook, which is given to all parents at enrollment and during annual fall communications. The policy must also be shared with the community; this will be done through the school's website.
- Parents With Limited English Proficiency, Parents of Migratory Children and Parents With Disabilities
  - The school must provide full opportunities for parents with limited English proficiency or disabilities to participate in the program, including providing information and school reports in a format and in a language parents understand, to the extent practicable.

### **Documenting Title I Compliance with Federal Mandates**

- Time/Activity Duty Assignment
  - By reviewing the duty schedule for the building, the Title I Campus Administrator will verify that Title I staff have duty assignments equitable to similarly situated personnel. A copy of the duty schedule will be kept on file and may be required in the event of an audit.
- Master/Participant List
  - In Title I targeted assistance sites, student selection documentation is critically important and will be readily available. The Participant List will be completed with non-participation clearly marked. The most academically at-risk students (those with lower test scores and ratings) will be given priority and documentation should be available to reflect reasons for student selection. The Participant List serves that purpose.
- Targeted Assistance Services
  - The Title I teacher is responsible for documenting that students are receiving Title I services according to federal mandates. At Targeted Assistance sites there will be documentation that the Title I teacher's instruction is supplemental.

# Gateway Group - Federal Programs Procedures and Documentation

## NonPublic School Services

Nonpublic schools that are nonprofit can receive services through federal programs for their eligible students. All services are administered through public school districts. Nonpublic schools may be eligible to participate in the following Federal programs:

- Every Student Succeeds Act (ESSA)
  - Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
  - Title II, Part A – Supporting Effective Instruction
  - Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title III, Immigrant – Enhanced Instructional Opportunities for Immigrant Children and Youth
  - Title IV, Part A – Student Support and Academic Enrichment Grants

The public school's responsibility in Nonpublic School Services includes the following:

- Conduct and document timely and meaningful consultation in the spring of the prior year. The goal of consultation is agreement between the local education agency and nonpublic school officials on how to provide equitable and effective programs for eligible nonpublic school children.
  - Consultation begins with outreach to all nonpublic schools within the sending area that are not-for-profit and registered with the NJDOE. The public school must also contact nonpublic schools outside the district if the public school suspects students who reside in one of its Title I attendance areas are enrolled in a nonpublic school beyond the district's boundaries.
  - The consultation process includes a request for consultation letter and either an ESEA Affirmation of Consultation or Refusal of Funds.
    - To be eligible for Title I funds, the nonpublic school must also provide a Nonpublic School Family Survey to determine the proportionate share of Title I funds for nonpublic schools.
  - Public schools must retain documentation showing proof multiple attempts to engage the nonpublic school in consultation were made.
- Allocate funds for providing equitable services
- Have a goal of reaching agreement
- Provide services that meet the needs of students and teachers
- Assess services
- Obligate funds in the year they are received

## Annual School Planning

The New Jersey Annual School Planning Process serves as a framework for long-term, sustained improvement that is considered best practice, and, therefore, is available for all New Jersey schools. Included as support to the planning process are training modules and templates to guide schools



## Gateway Group - Federal Programs Procedures and Documentation

through this work. Schools identified as Comprehensive or Targeted, and any school applying for Title I Schoolwide status, will be required to adhere to the Annual School Planning Process.

1. The formation of Annual School Planning Teams will include the following stakeholders to participate in the process: teachers, parents/guardians, community members, school administrators, district administrators, and school specialists. For secondary schools, students will also be a part of the process.
2. During the Comprehensive Needs Assessment, school-level teams will reflect deeply on practices of the previous year and identify areas of strength, and areas needing focus. There are two components to a comprehensive needs assessment. The first is data analysis, including both qualitative and quantitative data, and examining trend data to determine progress over multiple years. The second component of a comprehensive needs assessment, which may be done in tandem with data analysis, is to complete a needs assessment rubric.
3. Teams will create the Annual School Plan that includes three or four SMART goals that will be the focus for the entire school year. A SMART goal must be specific, measurable, achievable, results-oriented, and timely. Setting goals is the most intensive part of this step in the process, and it is also the most important. An achievable goal must be realistic, while remaining rigorous enough to move student achievement forward.
4. Once goals have been established, teams will determine the action steps necessary to achieve the goals. This includes assigning responsibilities, identifying sources of evidence, determining funding, establishing a timeline for implementation and planning professional development. There is no set number of action steps required, but teams will think about the span of the school year and the stages of development.
5. When goals, action steps and funding have been determined, annual school planning teams will share this information with all stakeholders. This plan belongs to the entire school community and is the main driver in student achievement. Once a plan is in place, annual school planning teams will begin the process of implementing the plan and monitoring progress toward the goals.
6. Progress monitoring and follow up team meetings will occur at least quarterly throughout the year (November, February, April, and July). All stakeholders will be invited and effort will be made to ensure that all required stakeholders are present at all meetings.

ASP Resources Documentation

- <https://homeroom4.doe.state.nj.us/asps/getting-started>

### Evidence-Based Requirements

Programs, activities, and strategies paid for with ESSA funds must be, to some extent, evidence-based. This means that there needs to be reasonable evidence to suggest that a particular program, activity, or strategy could be successful in meeting a particular student need. Schools will refer to one of the following resources to determine if a planned program, activity, or strategy is evidence-based.

- [Evidence for ESSA: A Repository of Evidence-Based Programs, Activities and Strategies to Address Student Needs](#)

# Gateway Group - Federal Programs Procedures and Documentation

- [U.S. Department of Education Institute of Education Sciences \(IES\): What Works Clearing House](#)
- [U.S. Department of Education: Guidance on Using Evidence to Strengthen Investments in Student Supports and Intervention](#)

## **Necessary, Reasonable, and Allowable Costs**

Schools must ensure that costs for approved strategies and interventions are necessary, reasonable, and allowable. In the context of federal grants, necessary, reasonable, and allowable costs are those that meet the following criteria:

### **Necessary:**

- The cost is required to achieve the objectives of the grant.
- There are no alternative, less expensive means of achieving the same objectives.

### **Reasonable:**

- The cost is in line with what other similar organizations would spend to achieve the same objectives.
- The cost is not excessive or extravagant.

### **Allowable:**

- The cost is permitted under the terms of the grant agreement.
- The cost is not prohibited by law or regulation.

## **Federal Program Implementation Timeline**

### Summer:

- Revise the school's Parental Involvement Policy if needed and review the Title I Parental Involvement Checklist.
- Prepare Fall Mailers to Families, including
  - All Right to Know Letters
  - Parent/School Compacts
- Develop master schedule for teachers, clearly identifying supplemental Title I and Title III instruction. Keep in mind that small group instruction is most successful with academically at-risk learners. Individuals or groups of 2 to 8 are appropriate depending on the age and severity of need of the student. Note: Title I reading and math intervention for at risk learners should be supplemental to regular classroom instruction.
- Schoolwide Programs: ASP Summer Meeting / Cycle 4, July 1

### Fall:

- Communicate with school staff Title I procedures
- Provide classroom teachers with assessment information regarding their students (so that the teachers know whom you are targeting) and ask for their input.
- Targeted Assistance Schools: Determine the students who are most in need using screening. Complete additional screening/diagnostic assessments as needed to finalize students for whom you will provide supplemental instruction.
- Targeted Assistance Schools: Send out Notices of Participation to be signed and returned.
- Hold the Annual Meeting which should be scheduled sometime in the early fall.

## **Gateway Group - Federal Programs Procedures and Documentation**

- Set up filing to organize all federally mandated documentation.
  - Parental Notifications
  - Daily Schedules of Title I staff
  - School Parent Compact (copy of form)
  - Retain all Annual Meeting documentation (flyers, agendas, sign-in sheets, etc.)
- Schoolwide Programs: ASP Cycle 1, by November 15

### Throughout the Year:

- Targeted Assistance Schools: Maintain progress monitoring records for identified students receiving Title I Services and records of services provided.
- Communicate regularly with all parents regarding progress.
- Schoolwide Programs: ASP Cycle 2, by January 15
- Schoolwide Programs: ASP Cycle 4, by April 15

### Spring

- Conduct nonpublic consultations or collect refusals. Retain all documentation.
- Schoolwide Programs: Conduct stakeholder meetings to review goals and begin goal-setting process for the subsequent school year

## **Gateway Group - Federal Programs Procedures and Documentation**

### **Gateway Group - Federal Programs Documentation**

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)

Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction



## Gateway Regional - Title I – Parents' Right-to-Know Letter

September

Dear Parent/Guardian:

The Every Student Succeeds Act (ESSA), enacted on December 10, 2015, replaces the No Child Left Behind Act (NCLB) and is the latest reauthorization of the Elementary and Secondary Education Act (ESEA). Although NCLB was designed to make changes in teaching and learning to increase students' academic achievement, the Highly Qualified Teacher (HQT) provision under NCLB was eliminated from the ESSA. Despite this fact, all educators in New Jersey still are required to hold the appropriate state certificate/license for their given position.

Under the ESSA, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers and paraprofessionals. Our school receives Title I funding and we are happy to share this information with you upon your request. Additionally, schools are required to provide timely notice that a student has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements.

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the Gateway Regional School District. All our teachers have college degrees, and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure their teaching skills remain at the highest possible level.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on ESSA, and the role of parents, please visit the United States Department of Education's (USDE) website at <http://www.ed.gov/essa>.

Questions regarding this notification should be sent to the district at [amount@gatewayhs.com](mailto:amount@gatewayhs.com) or 856-848-8200 x. 220. By partnering, families and educators can ensure the best education possible is provided to your child.

Sincerely,

*Amy Mount*

Dr. Amy Lynn Mount

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)

Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction



## Gateway Regional Title I Schoolwide Program Information

Gateway Regional High School District operates a Title I Schoolwide program. A Title I Schoolwide program is a method of delivering Title I services in eligible schools. As a Title I Schoolwide program, our Title services can provide comprehensive strategies for improving the entire school population so every student achieves high levels of academic proficiency.

Schoolwide programs have the latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services. Schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high-quality curriculum according to a comprehensive plan that ensures all children meet the state's challenging academic standards.

Schoolwide programs serve all children in the school. All staff, resources and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those most in need. The purpose is achieved through:

- High quality instruction
- Programming based on the use of evidence based research
- Strategies and methods to improve teacher quality and professional development
- Consolidated use of funds

How are parents involved?

- Parents are notified about Title I services.
- Parents and teachers sign a compact that indicates goals and shared responsibilities of the school and parents for student success.
- Parents are encouraged to participate in school activities and meetings, including the Annual School Planning process to establish schoolwide goals

What can parents do?

- Share a love of learning and set a good example by reading, monitor student grades, and encouraging attendance
- Show interest in your child's school day by asking specific questions and praising effort and improvement.

This year as a Schoolwide Title I program, all families will receive the compact letter, which is attached. As a building, we welcome your ideas and feedback about our Title I services. We are looking forward to delivering our Title I services schoolwide! This will be a great benefit to our students.

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)

Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction



Questions regarding this notification should be sent to the district at [amount@gatewayhs.com](mailto:amount@gatewayhs.com) or 856-848-8200 x. 220. By partnering, families and educators can ensure the best education possible is provided to your child.

Sincerely,

*Amy Mount*

Dr. Amy Lynn Mount

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)

Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction



## **Gateway Regional Title I District-School Parent and Family Engagement Policy**

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

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).

#### 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.
  - 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:



# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)



Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction

- i. "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:
  1. That parents play an integral role in assisting their child's learning;
  2. That parents are encouraged to be actively involved in their child's education at school;
  3. 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
  4. 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.

## 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. Annual Title I Family Engagement Meeting;
  - b. Annual Culture and Climate Surveys and Feedback Opportunities;
  - c. Parent Meetings on various topics throughout the year.
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:
  - a. Collection of parent feedback and recommendations via surveys;
  - b. Annual program review/progress reports at BOE meeting;
  - c. Inclusion of parents in improvement plan process.
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. Coordination with local elementary school districts on meetings;
  - b. Translation services, as necessary;
  - c. Individual support for parent access, as necessary.
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. Gateway Regional: Not applicable to a 7th-12th grade district

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)



Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction

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. Collection of parent feedback and recommendations via surveys;
  - b. Coordination with local elementary school districts on meetings;
  - c. Inclusion of parents in improvement plan process.
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:
    - i. The challenging State academic standards;
    - ii. The State and local academic assessments including alternate assessments;
    - iii. The requirements of Title I, Part A;
    - iv. How to monitor their child's progress; and
    - v. How to work with educators:
  - b. Annual Title I Family Engagement Meeting
  - c. Monthly newsletters from the principal
  - d. Parent Meetings on various topics throughout the year
  - e. 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:
    - i. Monthly newsletters from the principal
    - ii. Parent Meetings on various topics throughout the year
  - f. 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:

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)



Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction

- i. Professional Development Program
- ii. Annual Climate and Culture Surveys
- iii. Professional Learning Communities and Shared Decision Making Committees
- g. 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:
  - i. not applicable to a 7-12th district
- h. 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:
  - i. Translation services, as needed
  - ii. Individual support for parents, as needed
  - iii. Meeting notes and materials will be provided after the meetings in the monthly school newsletter. Parents are encouraged to request an individual meeting with the Title I Program Director at any time to address parent needs or in case they cannot attend a meeting.

## 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:
  - 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;

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)



Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction

- 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 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.

## Adoption

1. 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)

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)

Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction



## Gateway Regional High School Title I School-Parent Compact

The Gateway Regional High School District, the parents of the students participating in activities, services, and programs funded by Title I, and participating students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards.

The Gateway Regional High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State academic standards
2. Provide parents with frequent reports on their children's progress.
3. Provide parents reasonable access to staff.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,

Parent Responsibilities We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance.
2. Making sure homework is completed when assigned.
3. Participating, as appropriate, in decisions relating to my children's education.
4. Promoting positive use of my child's extracurricular time.
5. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my child or by mail, and responding, as appropriate.
6. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team

Student Responsibilities. We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time.
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)

Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction



## Gateway Regional Title I Annual Meeting Agenda

[Date] [Time]

[Location]

1. Introductions
2. What is Title I and how does it help our students?
3. Our school's Title I Program
4. Title I District Parent Involvement Policy
5. Title I School Parent Involvement Policy
6. Title I School-Parent Compact
7. Curriculum
8. Assessments
9. How you can get involved

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)



Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction

## **Gateway Regional - Release of Student Information to Military Recruiters, College/University Recruiters or Prospective Employers Notification**

September

Dear Parent/Guardian:

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires local educational agencies (LEAs) receiving assistance under ESEA, upon request, to provide certain student information to military recruiters, institutions of higher education, and/or prospective employers [[ESEA Section 8528](#)].

ESEA Section 8528 outlines provisions that give military recruiters the same access to secondary school students as recruiters from postsecondary institutions or prospective employers and, when requested, requires LEAs to provide students' names, email addresses, addresses, and telephone numbers to military recruiters. Gateway Regional High School must provide this information unless a parent of a student who is younger than 18 years of age, or a student who is age 18 or over, opts out by notifying the school in writing that they do not consent to release this information.

If your child is younger than 18, and you do not consent to the disclosure of this information, you must complete, sign, and return the attached nondisclosure form (Attachment A) to Gateway Regional High School by October 1 of the current year. If your child is 18 years of age or older, they determine whether to consent to release the information, and they complete, sign, and return the attached form to Gateway Regional High School by October 1 of the current year. If the nondisclosure form is not returned by the designated date of October 1 of the current year, your child's information will be released upon request.

Questions regarding this notification should be sent to the district at [amount@gatewayhs.com](mailto:amount@gatewayhs.com) or 856-848-8200 x. 220. Thank you for your cooperation.

Sincerely,

*Amy Mount*

Dr. Amy Lynn Mount



# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)



Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction

## Attachment A: Release of Student Information to Military Recruiters, College/University Recruiters, or Prospective Employers Nondisclosure Form

Please complete and sign below if you do not want information for your child (under age 18), as described in the attached notification, released to military recruiters, institutions of higher education, and/or prospective employers. Adult students (age 18 or over) should complete and sign this nondisclosure form if they do not want their information released to military recruiters, institutions of higher education, and/or prospective employers. NOTE: The nondisclosure form does not need to be completed if a parent or adult student (age 18 or over) agrees to release certain student information.

Student Name: \_\_\_\_\_  
(Print Student Name)

Student's Grade Level: \_\_\_\_\_  
(Print)

Name of School: \_\_\_\_\_  
(Print Name of School)

If student is younger than 18: ☐ I am the parent of the student listed above who is under age 18.

If student is 18 or older: ☐ I am the student listed above and I am age 18 or over.

Please check ALL that apply:

- ☐ Military Recruiters: I do not want my child's name, address, and telephone number to be shared with military recruiters.
- ☐ Institutions of Higher Education: I do not want my child's name, address, and telephone number to be shared with institutions of higher education.
- ☐ Prospective Employers: I do not want my child's name, address, and telephone number to be shared with prospective employers.

Adult Student / Parent Name: \_\_\_\_\_  
(Print Name)

Adult Student / Parent Signature: \_\_\_\_\_  
(electronically typed or signed)

Date: \_\_\_\_\_  
(Print)



# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)



Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction

## Gateway Regional - Notification of Initial Placement in ESL Program

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school district's/charter school's ESL program. The goal of the school district's/charter school's ESL program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the ESL program, students normally participate for a period of 1 to 6 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: WIDA Access Scores, NJSLA Scores, and teacher recommendations.

- Your child's level of English was measured using the following test: WIDA Screener
  - Level of English proficiency: [enter level of English proficiency]
- Your child's level of academic achievement was measured during a records review process upon entrance.
  - If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program.
- The method of instruction used in your child's language assistance program is:
  - English as a Second Language (ESL)
- Program Description:
  - Identified students will participate in an ESL class as one period of their regular schedule.

Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.

- Amy Mount, Director of Curriculum and Instruction - 856-848-8200 x. 220 - [amount@gatewayhs.com](mailto:amount@gatewayhs.com)

Sincerely,  
*Amy Mount*

Dr. Amy Lynn Mount

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)



Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction

0.

## Gateway Regional - Notification of Continuing Placement in ESL Program

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school district's/charter school's ESL program. The goal of the school district's/charter school's ESL program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the ESL program, students normally participate for a period of 1 to 6 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: WIDA Access Scores, NJSLA Scores, and teacher recommendations.

- Your child's level of English was measured using the following test: WIDA ACCESS for ELLs
  - Level of English proficiency: [enter level of English proficiency]
- Your child's level of academic achievement was measured during a records review process upon entrance.
  - If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program.
- The method of instruction used in your child's language assistance program is:
  - English as a Second Language (ESL)
- Program Description:
  - Identified students will participate in an ESL class as one period of their regular schedule.

Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.

- Amy Mount, Director of Curriculum and Instruction - 856-848-8200 x. 220 - [amount@gatewayhs.com](mailto:amount@gatewayhs.com)

Sincerely,

*Amy Mount*

Dr. Amy Lynn Mount

# Gateway Regional High School District

775 Tanyard Rd  
Woodbury Heights, NJ 08096-6218  
(856) 848-8200, Ext. 220 FAX: (856) 251-9813  
E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)



Dr. Amy L. Mount, Ed.D.  
Director of Curriculum and Instruction

## Gateway Regional - Notification of ESL Program Exit

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child has exited English language learner services.

- Your child's level of English was measured using the following test: WIDA ACCESS for ELLs
  - Level of English proficiency: [enter level of English proficiency]
  - For more information about your child's score, see the attached score report.

Our school will monitor your child's progress to ensure that additional support is provided as needed. We commend your child's attainment of English proficiency and your engagement in your child's education. Please contact the below staff member in order to request additional information regarding any questions you may have.

- Amy Mount, Director of Curriculum and Instruction - 856-848-8200 x. 220 - [amount@gatewayhs.com](mailto:amount@gatewayhs.com)

Sincerely,

*Amy Mount*

Dr. Amy Lynn Mount



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

## Westville - Title I – Parents' Right-to-Know Letter

September

Dear Parent/Guardian:

The Every Student Succeeds Act (ESSA), enacted on December 10, 2015, replaces the No Child Left Behind Act (NCLB) and is the latest reauthorization of the Elementary and Secondary Education Act (ESEA). Although NCLB was designed to make changes in teaching and learning to increase students' academic achievement, the Highly Qualified Teacher (HQT) provision under NCLB was eliminated from the ESSA. Despite this fact, all educators in New Jersey still are required to hold the appropriate state certificate/license for their given position.

Under the ESSA, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers and paraprofessionals. Our school receives Title I funding and we are happy to share this information with you upon your request. Additionally, schools are required to provide timely notice that a student has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements.

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the Westville School District. All our teachers have college degrees, and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure their teaching skills remain at the highest possible level.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on ESSA, and the role of parents, please visit the United States Department of Education's (USDE) website at <http://www.ed.gov/essa>.

Questions regarding this notification should be sent to the district at [bdericks@westvillesd.com](mailto:bdericks@westvillesd.com) or 856-456-0235. By partnering, families and educators can ensure the best education possible is provided to your child.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Dericks", is written over a light yellow rectangular background.

Brian Dericks, Principal



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

## Westville Title I Schoolwide Program Information

Westville Elementary School District operates a Title I Schoolwide program. A Title I Schoolwide program is a method of delivering Title I services in eligible schools. As a Title I Schoolwide program, our Title services can provide comprehensive strategies for improving the entire school population so every student achieves high levels of academic proficiency.

Schoolwide programs have the latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services. Schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high-quality curriculum according to a comprehensive plan that ensures all children meet the state's challenging academic standards.

Schoolwide programs serve all children in the school. All staff, resources and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those most in need. The purpose is achieved through:

- High quality instruction
- Programming based on the use of evidence based research
- Strategies and methods to improve teacher quality and professional development
- Consolidated use of funds

How are parents involved?

- Parents are notified about Title I services.
- Parents and teachers sign a compact that indicates goals and shared responsibilities of the school and parents for student success.
- Parents are encouraged to participate in school activities and meetings, including the Annual School Planning process to establish schoolwide goals

What can parents do?

- Share a love of learning and set a good example by reading, monitor student grades, and encouraging attendance
- Show interest in your child's school day by asking specific questions and praising effort and improvement.



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

This year as a Schoolwide Title I program, all families will receive the compact letter, which is attached. As a building, we welcome your ideas and feedback about our Title I services. We are looking forward to delivering our Title I services schoolwide! This will be a great benefit to our students.

Questions regarding this notification should be sent to the district at [bdericks@westvillesd.com](mailto:bdericks@westvillesd.com) or 856-456-0235. By partnering, families and educators can ensure the best education possible is provided to your child.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Dericks", is written over a light yellow rectangular background.

Brian Dericks, Principal



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

## Westville Title I District-School Parent and Family Engagement Policy

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).

### 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.
  - 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:



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

- i. "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:
  1. That parents play an integral role in assisting their child's learning;
  2. That parents are encouraged to be actively involved in their child's education at school;
  3. 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
  4. 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.

## 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. Annual Title I Family Engagement Meeting;
  - b. Annual Culture and Climate Surveys and Feedback Opportunities;
  - c. Parent Meetings on various topics throughout the year.
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:
  - a. Collection of parent feedback and recommendations via surveys;
  - b. Annual program review/progress reports at BOE meeting;
  - c. Inclusion of parents in improvement plan process.
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. Coordination with local elementary school districts on meetings;
  - b. Translation services, as necessary;
  - c. Individual support for parent access, as necessary.
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. Providing activities, i.e. extended day and year camp, SES;





# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

- b. Communicating activities through website, email, or automated contact system.
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. Collection of parent feedback and recommendations via surveys;
  - b. Coordination with local elementary school districts on meetings;
  - c. Inclusion of parents in improvement plan process.
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:
    - i. The challenging State academic standards;
    - ii. The State and local academic assessments including alternate assessments;
    - iii. The requirements of Title I, Part A;
    - iv. How to monitor their child's progress; and
    - v. How to work with educators;
  - b. Annual Title I Family Engagement Meeting
  - c. Monthly newsletters from the principal
  - d. Parent Meetings on various topics throughout the year
  - e. 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:
    - i. Monthly newsletters from the principal
    - ii. Parent Meetings on various topics throughout the year
  - f. 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



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- i. Professional Development Program
  - ii. Annual Climate and Culture Surveys
  - iii. Professional Learning Communities and Shared Decision Making Committees
- g. 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:
- i. Providing activities, i.e. extended day and year camp, SES;
  - ii. Communicating activities through website, email, or automated contact system.
- h. 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:
- i. Translation services, as needed
  - ii. Individual support for parents, as needed
  - iii. Meeting notes and materials will be provided after the meetings in the monthly school newsletter. Parents are encouraged to request an individual meeting with the Title I Program Director at any time to address parent needs or in case they cannot attend a meeting.

## 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:
  - 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



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

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 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.

## Adoption

1. 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)



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

## Westville Elementary School District Title I School-Parent Compact

Westville Elementary School District, the parents of the students participating in activities, services, and programs funded by Title I, and participating students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards.

Westville Elementary School District will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State academic standards
2. Provide parents with frequent reports on their children's progress.
3. Provide parents reasonable access to staff.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,

Parent Responsibilities We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance.
2. Making sure homework is completed when assigned.
3. Participating, as appropriate, in decisions relating to my children's education.
4. Promoting positive use of my child's extracurricular time.
5. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my child or by mail, and responding, as appropriate.
6. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team

Student Responsibilities. We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time.
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

## Westville Title I Annual Meeting Agenda

[Date] [Time]

[Location]

1. Introductions
2. What is Title I and how does it help our students?
3. Our school's Title I Program
4. Title I District Parent Involvement Policy
5. Title I School Parent Involvement Policy
6. Title I School-Parent Compact
7. Curriculum
8. Assessments
9. How you can get involved



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

## Westville - Notification of Initial Placement in ESL Program

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school district's/charter school's ESL program. The goal of the school district's/charter school's ESL program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the ESL program, students normally participate for a period of 1 to 6 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: WIDA Access Scores, NJSLA Scores, and teacher recommendations.

- Your child's level of English was measured using the following test: WIDA Screener
  - Level of English proficiency: [enter level of English proficiency]
- Your child's level of academic achievement was measured during a records review process upon entrance.
  - If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program.
- The method of instruction used in your child's language assistance program is:
  - English as a Second Language (ESL)
- Program Description:
  - Identified students will participate in an ESL class as one period of their regular schedule.

Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.

- Joanne Hildebrand - MLL and Basic Skills Teacher - 856-456-0235, hildebrand@westvillesd.com

Sincerely,

A handwritten signature in black ink, appearing to read "B. Dericks", written over a light yellow rectangular background.

Brian Dericks, Principal



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

## Westville- Notification of Continuing Placement in ESL Program

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school district's/charter school's ESL program. The goal of the school district's/charter school's ESL program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the ESL program, students normally participate for a period of 1 to 6 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: WIDA Access Scores, NJSLA Scores, and teacher recommendations.

- Your child's level of English was measured using the following test: WIDA ACCESS for ELLs
  - Level of English proficiency: [enter level of English proficiency]
- Your child's level of academic achievement was measured during a records review process upon entrance.
  - If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program.
- The method of instruction used in your child's language assistance program is:
  - English as a Second Language (ESL)
- Program Description:
  - Identified students will participate in an ESL class as one period of their regular schedule.

Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.

- Joanne Hildebrand - MLL and Basic Skills Teacher - 856-456-0235, hildebrand@westvillesd.com

Sincerely,

A handwritten signature in black ink, appearing to read "B. Dericks", is written over a light yellow rectangular background.

Brian Dericks, Principal



# Parkview Elementary School

Grades P-6 Putting our best PAW forward!

Mr. Brian Dericks  
Principal  
bdericks@westvillesd.com

101 Birch Avenue  
Westville, NJ 08093  
PH: 856-456-0235

## Westville - Notification of ESL Program Exit

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child has exited English language learner services.

- Your child's level of English was measured using the following test: WIDA ACCESS for ELLs
  - Level of English proficiency: [enter level of English proficiency]
  - For more information about your child's score, see the attached score report.

Our school will monitor your child's progress to ensure that additional support is provided as needed. We commend your child's attainment of English proficiency and your engagement in your child's education. Please contact the below staff member in order to request additional information regarding any questions you may have.

- Joanne Hildebrand - MLL and Basic Skills Teacher - 856-456-0235, hildebrand@westvillesd.com

Sincerely,

A handwritten signature in black ink, appearing to read "B. Dericks", is written over a light yellow rectangular background.

Brian Dericks, Principal †



# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

## National Park - Title I – Parents' Right-to-Know Letter

September

Dear Parent/Guardian:

The Every Student Succeeds Act (ESSA), enacted on December 10, 2015, replaces the No Child Left Behind Act (NCLB) and is the latest reauthorization of the Elementary and Secondary Education Act (ESEA). Although NCLB was designed to make changes in teaching and learning to increase students' academic achievement, the Highly Qualified Teacher (HQT) provision under NCLB was eliminated from the ESSA. Despite this fact, all educators in New Jersey still are required to hold the appropriate state certificate/license for their given position.

Under the ESSA, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers and paraprofessionals. Our school receives Title I funding and we are happy to share this information with you upon your request. Additionally, schools are required to provide timely notice that a student has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements.

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the National Park School District. All our teachers have college degrees, and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure their teaching skills remain at the highest possible level.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on ESSA, and the role of parents, please visit the United States Department of Education's (USDE) website at <http://www.ed.gov/essa>.

Questions regarding this notification should be sent to the district at [athompson@npelem.com](mailto:athompson@npelem.com) or 856-845-6876. By partnering, families and educators can ensure the best education possible is provided to your child.

Sincerely,

*Allison Thompson*

Allison Thompson, Principal

# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

## National Park Title I Schoolwide Program Information

National Park Elementary School District operates a Title I Schoolwide program. A Title I Schoolwide program is a method of delivering Title I services in eligible schools. As a Title I Schoolwide program, our Title services can provide comprehensive strategies for improving the entire school population so every student achieves high levels of academic proficiency.

Schoolwide programs have the latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services. Schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high-quality curriculum according to a comprehensive plan that ensures all children meet the state's challenging academic standards.

Schoolwide programs serve all children in the school. All staff, resources and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those most in need. The purpose is achieved through:

- High quality instruction
- Programming based on the use of evidence based research
- Strategies and methods to improve teacher quality and professional development
- Consolidated use of funds

How are parents involved?

- Parents are notified about Title I services.
- Parents and teachers sign a compact that indicates goals and shared responsibilities of the school and parents for student success.
- Parents are encouraged to participate in school activities and meetings, including the Annual School Planning process to establish schoolwide goals

What can parents do?

- Share a love of learning and set a good example by reading, monitor student grades, and encouraging attendance
- Show interest in your child's school day by asking specific questions and praising effort and improvement.

# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

This year as a Schoolwide Title I program, all families will receive the compact letter, which is attached. As a building, we welcome your ideas and feedback about our Title I services. We are looking forward to delivering our Title I services schoolwide! This will be a great benefit to our students.

Questions regarding this notification should be sent to the district at [athompson@npelem.com](mailto:athompson@npelem.com) or 856-845-6876. By partnering, families and educators can ensure the best education possible is provided to your child.

Sincerely,

*Allison Thompson*

Allison Thompson, Principal

# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

## National Park Title I District-School Parent and Family Engagement Policy

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).

### 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.
  - 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:

# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

- i. "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:
  1. That parents play an integral role in assisting their child's learning;
  2. That parents are encouraged to be actively involved in their child's education at school;
  3. 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
  4. 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.

## 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. Annual Title I Family Engagement Meeting;
  - b. Annual Culture and Climate Surveys and Feedback Opportunities;
  - c. Parent Meetings on various topics throughout the year.
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:
  - a. Collection of parent feedback and recommendations via surveys;
  - b. Annual program review/progress reports at BOE meeting;
  - c. Inclusion of parents in improvement plan process.
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. Coordination with local elementary school districts on meetings;
  - b. Translation services, as necessary;
  - c. Individual support for parent access, as necessary.
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

# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayschools.com](mailto:swhalen@gatewayschools.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:

- a. Providing activities, i.e. extended day and year camp, SES;
  - b. Communicating activities through website, email, or automated contact system.
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. Collection of parent feedback and recommendations via surveys;
  - b. Coordination with local elementary school districts on meetings;
  - c. Inclusion of parents in improvement plan process.
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:
    - i. The challenging State academic standards;
    - ii. The State and local academic assessments including alternate assessments;
    - iii. The requirements of Title I, Part A;
    - iv. How to monitor their child's progress; and
    - v. How to work with educators:
  - b. Annual Title I Family Engagement Meeting
  - c. Monthly newsletters from the principal
  - d. Parent Meetings on various topics throughout the year
  - e. 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:
    - i. Monthly newsletters from the principal

# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

- ii. Parent Meetings on various topics throughout the year
- f. 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:
  - i. Professional Development Program
  - ii. Annual Climate and Culture Surveys
  - iii. Professional Learning Communities and Shared Decision Making Committees
- g. 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:
  - i. Providing activities, i.e. extended day and year camp, SES;
  - ii. Communicating activities through website, email, or automated contact system.
- h. 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:
  - i. Translation services, as needed
  - ii. Individual support for parents, as needed
  - iii. Meeting notes and materials will be provided after the meetings in the monthly school newsletter. Parents are encouraged to request an individual meeting with the Title I Program Director at any time to address parent needs or in case they cannot attend a meeting.

## 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:
  - 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;

# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

- 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 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.

## Adoption

1. 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)



# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

## National Park Elementary School District Title I School-Parent Compact

National Park Elementary School District, the parents of the students participating in activities, services, and programs funded by Title I, and participating students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards.

National Park Elementary School District will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State academic standards
2. Provide parents with frequent reports on their children's progress.
3. Provide parents reasonable access to staff.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,

Parent Responsibilities We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance.
2. Making sure homework is completed when assigned.
3. Participating, as appropriate, in decisions relating to my children's education.
4. Promoting positive use of my child's extracurricular time.
5. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my child or by mail, and responding, as appropriate.
6. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team

Student Responsibilities. We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time.
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

## National Park Title I Annual Meeting Agenda

[Date] [Time]

[Location]

1. Introductions
2. What is Title I and how does it help our students?
3. Our school's Title I Program
4. Title I District Parent Involvement Policy
5. Title I School Parent Involvement Policy
6. Title I School-Parent Compact
7. Curriculum
8. Assessments
9. How you can get involved

# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

## National Park - Notification of Initial Placement in ELS Program

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school district's/charter school's ESL program. The goal of the school district's/charter school's ESL program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the ESL program, students normally participate for a period of 1 to 6 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: WIDA Access Scores, NJSLA Scores, and teacher recommendations.

- Your child's level of English was measured using the following test: WIDA Screener
  - Level of English proficiency: [enter level of English proficiency]
- Your child's level of academic achievement was measured during a records review process upon entrance.
  - If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program.
- The method of instruction used in your child's language assistance program is:
  - English as a Second Language (ESL)
- Program Description:
  - Identified students will participate in an ESL class as one period of their regular schedule.

Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.

- Caleigh Heenan, Assistant Principal/Rtl Coordinator - 856-845-6875, [cheenan@npelem.com](mailto:cheenan@npelem.com)

Sincerely,

*Allison Thompson*

Allison Thompson, Principal

# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

## National Park- Notification of Continuing Placement in ELS Program

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school district's/charter school's ESL program. The goal of the school district's/charter school's ESL program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the ESL program, students normally participate for a period of 1 to 6 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: WIDA Access Scores, NJSLA Scores, and teacher recommendations.

- Your child's level of English was measured using the following test: WIDA ACCESS for ELLs
  - Level of English proficiency: [enter level of English proficiency]
- Your child's level of academic achievement was measured during a records review process upon entrance.
  - If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program.
- The method of instruction used in your child's language assistance program is:
  - English as a Second Language (ESL)
- Program Description:
  - Identified students will participate in an ESL class as one period of their regular schedule.

Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.

- Caleigh Heenan, Assistant Principal/Rtl Coordinator - 856-845-6875, [cheenan@npelem.com](mailto:cheenan@npelem.com)

Sincerely,

*Allison Thompson*

Allison Thompson, Principal

# NATIONAL PARK SCHOOL DISTRICT

---

516 Lakehurst Avenue  
National Park, NJ 08063  
856.845.6876  
Fax: 856.848.6710  
[www.npelem.com](http://www.npelem.com)



Dr. Shannon M. Whalen, Superintendent  
[swhalen@gatewayuhs.com](mailto:swhalen@gatewayuhs.com)

Allison Thompson, Principal  
[athompson@npelem.com](mailto:athompson@npelem.com)

## National Park - Notification of ELS Program Exit

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child has exited English language learner services.

- Your child's level of English was measured using the following test: WIDA ACCESS for ELLs
  - Level of English proficiency: [enter level of English proficiency]
  - For more information about your child's score, see the attached score report.

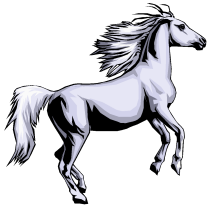
Our school will monitor your child's progress to ensure that additional support is provided as needed. We commend your child's attainment of English proficiency and your engagement in your child's education. Please contact the below staff member in order to request additional information regarding any questions you may have.

- Caleigh Heenan, Assistant Principal/RtI Coordinator - 856-845-6875, [cheenan@npelem.com](mailto:cheenan@npelem.com)

Sincerely,

*Allison Thompson*

Allison Thompson, Principal



# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

Christopher Rodia,  
Chief School Administrator

Stacey Wells,  
Assistant Principal

## Woodbury Heights - Title I – Parents' Right-to-Know Letter

September

Dear Parent/Guardian:

The Every Student Succeeds Act (ESSA), enacted on December 10, 2015, replaces the No Child Left Behind Act (NCLB) and is the latest reauthorization of the Elementary and Secondary Education Act (ESEA). Although NCLB was designed to make changes in teaching and learning to increase students' academic achievement, the Highly Qualified Teacher (HQT) provision under NCLB was eliminated from the ESSA. Despite this fact, all educators in New Jersey still are required to hold the appropriate state certificate/license for their given position.

Under the ESSA, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers and paraprofessionals. Our school receives Title I funding and we are happy to share this information with you upon your request. Additionally, schools are required to provide timely notice that a student has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements.

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the Woodbury Heights School District. All our teachers have college degrees, and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure their teaching skills remain at the highest possible level.

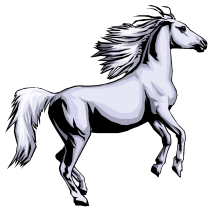
I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on ESSA, and the role of parents, please visit the United States Department of Education's (USDE) website at <http://www.ed.gov/essa>.

Questions regarding this notification should be sent to the district at [crodia@woodburyhtselem.com](mailto:crodia@woodburyhtselem.com) or 856-848-2610. By partnering, families and educators can ensure the best education possible is provided to your child.

Sincerely,

*Chris Rodia*

Chris Rodia, Chief School Administrator



# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

Christopher Rodia,  
Chief School Administrator

Stacey Wells,  
Assistant Principal

## Woodbury Heights - Title I Targeted Assistance Identification Letter

Dear Parents/Guardians of \_\_\_\_\_:

Woodbury Heights Elementary School is committed to supporting the academic needs of our students. Under the *Every Student Succeeds Act (ESSA)*, we are required to identify students who need additional academic support in English Language Arts and/or Mathematics. Based on the following criteria, it was determined that your child is eligible to receive extra support in the indicated area(s).

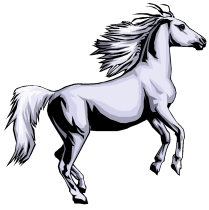
English Language Arts: Recommendation based upon...	Mathematics: Recommendation based upon...
<input type="checkbox"/> Teacher Recommendation	<input type="checkbox"/> Teacher Recommendation
<input type="checkbox"/> Classroom Observation	<input type="checkbox"/> Classroom Observation
<input type="checkbox"/> Report Cards/Progress Reports	<input type="checkbox"/> Report Cards/Progress Reports
<input type="checkbox"/> Reading Level	<input type="checkbox"/> Classroom Assessments
<input type="checkbox"/> Classroom Assessments	<input type="checkbox"/> Link It!
<input type="checkbox"/> Link It!	

The academic support your child receives will be specific to his/her needs. These services will be provided in a variety of formats, including in class sessions and pull out sessions. An intensive intervention program will be used several days per week, each session lasting from 20 to 40 minutes depending on the age of your child. Your child will not miss core instruction but will receive reinforcement of skills to ensure greater success within the typical learning environment. Your child's progress will be monitored regularly and the teacher will keep you informed of his/her progress.

In order to exit the Title I program, your child must be recommended by the teacher to exit and meet grade level benchmark scores. Attached is a School-Parent Compact to sign and return. Board Policy 2415.04 Title I District-Wide Parental Involvement is available on our school website.

We believe that this targeted instruction will provide your child with additional assistance to achieve grade level academic goals. Thank you for supporting your child's educational progress.

Questions regarding this notification should be sent to the district at [crodia@woodburyhtselem.com](mailto:crodia@woodburyhtselem.com) or 856-848-2610. By partnering, families and educators can ensure the best education possible is provided to your child.



# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

---

Christopher Rodia,  
Chief School Administrator

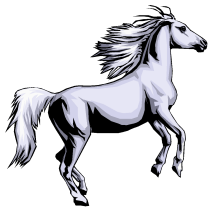
Stacey Wells,  
Assistant Principal

Sincerely,

*Chris Rodia*

Chris Rodia, Chief School Administrator





# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue

Woodbury Heights, NJ 08097-1499

Phone: 856-848-2610

Fax: 856-848-8739

---

Christopher Rodia,  
Chief School Administrator

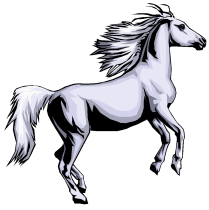
Stacey Wells,  
Assistant Principal

## **Woodbury Heights Title I District-School Parent and Family Engagement Policy**

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).

### 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.
  - 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:
    - i. "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:



# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

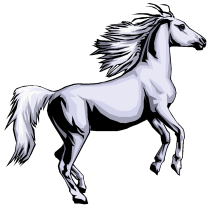
Christopher Rodia,  
Chief School Administrator

Stacey Wells,  
Assistant Principal

1. That parents play an integral role in assisting their child's learning;
  2. That parents are encouraged to be actively involved in their child's education at school;
  3. 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
  4. 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.

## 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. Annual Title I Family Engagement Meeting;
  - b. Annual Culture and Climate Surveys and Feedback Opportunities;
  - c. Parent Meetings on various topics throughout the year.
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:
  - a. Collection of parent feedback and recommendations via surveys;
  - b. Annual program review/progress reports at BOE meeting;
  - c. Inclusion of parents in improvement plan process.
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. Coordination with local elementary school districts on meetings;
  - b. Translation services, as necessary;
  - c. Individual support for parent access, as necessary.
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. Providing activities, i.e. extended day and year camp, SES;
  - b. Communicating activities through website, email, or automated contact system.
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



# WOODBURY HEIGHTS SCHOOL DISTRICT

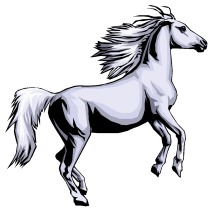
100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

Christopher Rodia,  
Chief School Administrator

Stacey Wells,  
Assistant Principal

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. Collection of parent feedback and recommendations via surveys;
  - b. Coordination with local elementary school districts on meetings;
  - c. Inclusion of parents in improvement plan process.
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:
    - i. The challenging State academic standards;
    - ii. The State and local academic assessments including alternate assessments;
    - iii. The requirements of Title I, Part A;
    - iv. How to monitor their child's progress; and
    - v. How to work with educators:
  - b. Annual Title I Family Engagement Meeting
  - c. Monthly newsletters from the principal
  - d. Parent Meetings on various topics throughout the year
  - e. 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:
    - i. Monthly newsletters from the principal
    - ii. Parent Meetings on various topics throughout the year
  - f. 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:
    - i. Professional Development Program
    - ii. Annual Climate and Culture Surveys
    - iii. Professional Learning Communities and Shared Decision Making Committees



# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

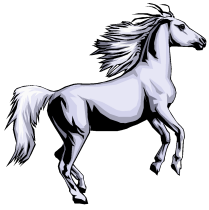
Christopher Rodia,  
Chief School Administrator

Stacey Wells,  
Assistant Principal

- g. 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:
  - i. Providing activities, i.e. extended day and year camp, SES;
  - ii. Communicating activities through website, email, or automated contact system.
- h. 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:
  - i. Translation services, as needed
  - ii. Individual support for parents, as needed
  - iii. Meeting notes and materials will be provided after the meetings in the monthly school newsletter. Parents are encouraged to request an individual meeting with the Title I Program Director at any time to address parent needs or in case they cannot attend a meeting.

## 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:
  - 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;



# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

---

Christopher Rodia,  
Chief School Administrator

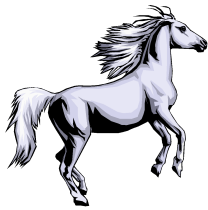
Stacey Wells,  
Assistant Principal

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

## Adoption

- 2. 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)



# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

Christopher Rodia,  
Chief School Administrator

Stacey Wells,  
Assistant Principal

## **Woodbury Heights Elementary School District Title I School-Parent Compact**

Woodbury Heights Elementary School District, the parents of the students participating in activities, services, and programs funded by Title I, and participating students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards.

Woodbury Heights Elementary School District will:

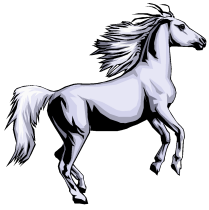
1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State academic standards
2. Provide parents with frequent reports on their children's progress.
3. Provide parents reasonable access to staff.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,

Parent Responsibilities We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance.
2. Making sure homework is completed when assigned.
3. Participating, as appropriate, in decisions relating to my children's education.
4. Promoting positive use of my child's extracurricular time.
5. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my child or by mail, and responding, as appropriate.
6. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team

Student Responsibilities. We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time.
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.



# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

Christopher Rodia,  
Chief School Administrator

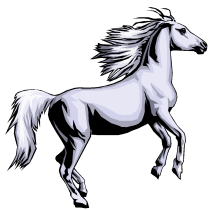
Stacey Wells,  
Assistant Principal

## **Woodbury Heights Title I Annual Meeting Agenda**

[Date] [Time]

[Location]

1. Introductions
2. What is Title I and how does it help our students?
3. Our school's Title I Program
4. Title I District Parent Involvement Policy
5. Title I School Parent Involvement Policy
6. Title I School-Parent Compact
7. Curriculum
8. Assessments
9. How you can get involved



# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

Christopher Rodia,  
Chief School Administrator

Stacey Wells,  
Assistant Principal

## Woodbury Heights - Notification of Initial Placement in ELS Program

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school district's/charter school's ELS program. The goal of the school district's/charter school's ESL program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the ELS program, students normally participate for a period of 1 to 7 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: WIDA Access Scores, NJSLA Scores, and teacher recommendations.

- Your child's level of English was measured using the following test: WIDA Screener
  - Level of English proficiency: [enter level of English proficiency]
- Your child's level of academic achievement was measured during a records review process upon entrance.
  - If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program.
- The method of instruction used in your child's language assistance program is:
  - English Language Services (ELS)
- Program Description:
  - Identified students will receive additional small group instruction to improve their English language skills by a classroom teacher or intervention teacher

Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.

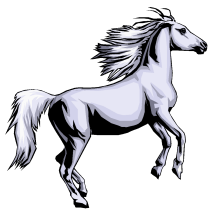
- Stacey Well, Assistant Principal / RtI Coordinator - 856-848-2610, [swell@woodburyhtselem.com](mailto:swell@woodburyhtselem.com)

Sincerely,

*Chris Rodia*

Chris Rodia, Chief School Administrator





# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

Christopher Rodia,  
Chief School Administrator

Stacey Wells,  
Assistant Principal

## Woodbury Heights- Notification of Continuing Placement in ELS Program

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school district's/charter school's ELS program. The goal of the school district's/charter school's ELS program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the ELS program, students normally participate for a period of 1 to 6 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: WIDA Access Scores, NJSLA Scores, and teacher recommendations.

- Your child's level of English was measured using the following test: WIDA ACCESS for ELLs
  - Level of English proficiency: [enter level of English proficiency]
- Your child's level of academic achievement was measured during a records review process upon entrance.
  - If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program.
- The method of instruction used in your child's language assistance program is:
  - English Language Services (ELS)
- Program Description:
  - Identified students will receive additional small group instruction to improve their English language skills by a classroom teacher or intervention teacher

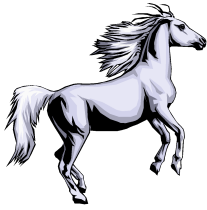
Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.

- Stacey Well, Assistant Principal / RtI Coordinator - 856-848-2610, [swell@woodburyhtselem.com](mailto:swell@woodburyhtselem.com)

Sincerely,

*Chris Rodia*

Chris Rodia, Chief School Administrator



# WOODBURY HEIGHTS SCHOOL DISTRICT

100 Academy Avenue  
Woodbury Heights, NJ 08097-1499  
Phone: 856-848-2610  
Fax: 856-848-8739

Christopher Rodia,  
Chief School Administrator

Stacey Wells,  
Assistant Principal

## Woodbury Heights - Notification of ELS Program Exit

Name of Student: [enter name of student]

Date: [enter date of notification]

Current Grade Level: [enter current grade level]

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child has exited English language learner services.

- Your child's level of English was measured using the following test: WIDA ACCESS for ELLs
  - Level of English proficiency: [enter level of English proficiency]
  - For more information about your child's score, see the attached score report.

Our school will monitor your child's progress to ensure that additional support is provided as needed. We commend your child's attainment of English proficiency and your engagement in your child's education. Please contact the below staff member in order to request additional information regarding any questions you may have.

- Stacey Well, Assistant Principal / RtI Coordinator - 856-848-2610, [swell@woodburyhtselem.com](mailto:swell@woodburyhtselem.com)

Sincerely,

*Chris Rodia*

Chris Rodia, Chief School Administrator



**Ms. Kristine Height**

*Chief School Administrator*

**Ms. Michelle Jankauskas**

*Business Administrator*

---

**Wenonah - Title I – Parents' Right-to-Know Letter**

September

Dear Parent/Guardian:

The Every Student Succeeds Act (ESSA), enacted on December 10, 2015, replaces the No Child Left Behind Act (NCLB) and is the latest reauthorization of the Elementary and Secondary Education Act (ESEA). Although NCLB was designed to make changes in teaching and learning to increase students' academic achievement, the Highly Qualified Teacher (HQT) provision under NCLB was eliminated from the ESSA. Despite this fact, all educators in New Jersey still are required to hold the appropriate state certificate/license for their given position.

Under the ESSA, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers and paraprofessionals. Our school receives Title I funding and we are happy to share this information with you upon your request. Additionally, schools are required to provide timely notice that a student has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements.

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the Wenonah School District. All our teachers have college degrees, and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure their teaching skills remain at the highest possible level.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on ESSA, and the role of parents, please visit the United States Department of Education's (USDE) website at <http://www.ed.gov/essa>.

Questions regarding this notification should be sent to the district at [kheight@wenonahschool.org](mailto:kheight@wenonahschool.org) or 856-868-6000. By partnering, families and educators can ensure the best education possible is provided to your child.

Sincerely,

*Kristine Height*

Kristine Height, Chief School Administrator



**Ms. Kristine Height**

*Chief School Administrator*

**Ms. Michelle Jankauskas**

*Business Administrator*

---

**Wenonah - Title I Targeted Assistance Identification Letter**

Dear Parents/Guardians of \_\_\_\_\_:

Woodbury Heights Elementary School is committed to supporting the academic needs of our students. Under the *Every Student Succeeds Act (ESSA)*, we are required to identify students who need additional academic support in English Language Arts and/or Mathematics. Based on the following criteria, it was determined that your child is eligible to receive extra support in the indicated area(s).

<b>English Language Arts: Recommendation based upon...</b>	<b>Mathematics: Recommendation based upon...</b>
<input type="checkbox"/> Teacher Recommendation	<input type="checkbox"/> Teacher Recommendation
<input type="checkbox"/> Classroom Observation	<input type="checkbox"/> Classroom Observation
<input type="checkbox"/> Report Cards/Progress Reports	<input type="checkbox"/> Report Cards/Progress Reports
<input type="checkbox"/> Reading Level	<input type="checkbox"/> Classroom Assessments
<input type="checkbox"/> Classroom Assessments	<input type="checkbox"/> Link It!
<input type="checkbox"/> Link It!	

The academic support your child receives will be specific to his/her needs. These services will be provided in a variety of formats, including in class sessions and pull out sessions. An intensive intervention program will be used several days per week, each session lasting from 20 to 40 minutes depending on the age of your child. Your child will not miss core instruction but will receive reinforcement of skills to ensure greater success within the typical learning environment. Your child's progress will be monitored regularly and the teacher will keep you informed of his/her progress.

In order to exit the Title I program, your child must be recommended by the teacher to exit and meet grade level benchmark scores. Attached is a School-Parent Compact to sign and return. Board Policy 2415.04 Title I District-Wide Parental Involvement is available on our school website.

We believe that this targeted instruction will provide your child with additional assistance to achieve grade level academic goals. Thank you for supporting your child's educational progress.

**WENONAH PUBLIC SCHOOL 200 N. Clinton Avenue Wenonah, New Jersey 08090**

**Phone 856-468-6000**

**Fax 856-468-9674**

**[www.wenonahsd.org](http://www.wenonahsd.org)**



**Ms. Kristine Height**

*Chief School Administrator*

**Ms. Michelle Jankauskas**

*Business Administrator*

---

Questions regarding this notification should be sent to the district at [kheight@wenonahschool.org](mailto:kheight@wenonahschool.org) or 856-868-6000. By partnering, families and educators can ensure the best education possible is provided to your child.

Sincerely,

*Kristine Height*

Kristine Height, Chief School Administrator



**Ms. Kristine Height**

*Chief School Administrator*

**Ms. Michelle Jankauskas**

*Business Administrator*

---

**Wenonah - Title I Targeted Assistance Exit Letter**

Dear Parents/Guardians of \_\_\_\_\_:

Your child is currently participating in the Title I Academic Support Program during the 2024-2025 school year in Language Arts Literacy and/or Mathematics. At this time, your child is showing progress in moving towards achieving proficiency levels at his/her grade level. Upon consultation with the Principal, Classroom Teacher, and Academic Support teacher, it has been determined that your child no longer requires the services of the Title I Academic Support Program as an intervention.

Based on current assessment results and progress in the regular class program, the support received in the classroom with your child's teacher and peers will sustain the necessary growth expected at this grade level. Your child's classroom teacher will continue to monitor for progress and growth as the school year progresses.

If at any time, your child begins to demonstrate performance below what is determined as grade level performance in Language Arts Literacy and/or Math, assessment data will be reviewed and Academic Support services will be considered.

Thank you for your cooperation and assistance in providing the necessary interventions that have allowed your child to flourish and meet success.

Questions regarding this notification should be sent to the district at [kheight@wenonahschool.org](mailto:kheight@wenonahschool.org) or 856-868-6000. By partnering, families and educators can ensure the best education possible is provided to your child.

Sincerely,

*Kristine Height*

Kristine Height, Chief School Administrator



**Ms. Kristine Height**

*Chief School Administrator*

**Ms. Michelle Jankauskas**

*Business Administrator*

---

### **Wenonah Title I District-School Parent and Family Engagement Policy**

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).

#### **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.
  - 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:



**Ms. Kristine Height**

***Chief School Administrator***

**Ms. Michelle Jankauskas**

***Business Administrator***

- 
- i. "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:
    - 1. That parents play an integral role in assisting their child's learning;
    - 2. That parents are encouraged to be actively involved in their child's education at school;
    - 3. 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
    - 4. 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.

**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. Annual Title I Family Engagement Meeting;
  - b. Annual Culture and Climate Surveys and Feedback Opportunities;
  - c. Parent Meetings on various topics throughout the year.
- 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:
  - a. Collection of parent feedback and recommendations via surveys;
  - b. Annual program review/progress reports at BOE meeting;
  - c. Inclusion of parents in improvement plan process.
- 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. Coordination with local elementary school districts on meetings;
  - b. Translation services, as necessary;
  - c. Individual support for parent access, as necessary.
- 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





**Ms. Kristine Height**

***Chief School Administrator***

**Ms. Michelle Jankauskas**

***Business Administrator***

---

Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:

- a. Providing activities, i.e. extended day and year camp, SES;
  - b. Communicating activities through website, email, or automated contact system.
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. Collection of parent feedback and recommendations via surveys;
  - b. Coordination with local elementary school districts on meetings;
  - c. Inclusion of parents in improvement plan process.
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:
    - i. The challenging State academic standards;
    - ii. The State and local academic assessments including alternate assessments;
    - iii. The requirements of Title I, Part A;
    - iv. How to monitor their child's progress; and
    - v. How to work with educators;
  - b. Annual Title I Family Engagement Meeting
  - c. Monthly newsletters from the principal
  - d. Parent Meetings on various topics throughout the year
  - e. 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:
    - i. Monthly newsletters from the principal



**Ms. Kristine Height**

***Chief School Administrator***

**Ms. Michelle Jankauskas**

***Business Administrator***

- 
- ii. Parent Meetings on various topics throughout the year
  - f. 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:
    - i. Professional Development Program
    - ii. Annual Climate and Culture Surveys
    - iii. Professional Learning Communities and Shared Decision Making Committees
  - g. 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:
    - i. Providing activities, i.e. extended day and year camp, SES;
    - ii. Communicating activities through website, email, or automated contact system.
  - h. 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:
    - i. Translation services, as needed
    - ii. Individual support for parents, as needed
    - iii. Meeting notes and materials will be provided after the meetings in the monthly school newsletter. Parents are encouraged to request an individual meeting with the Title I Program Director at any time to address parent needs or in case they cannot attend a meeting.

**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:
  - 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;



**Ms. Kristine Height**

***Chief School Administrator***

**Ms. Michelle Jankauskas**

***Business Administrator***

- 
- 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 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.

**Adoption**

- 1. 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.



**Ms. Kristine Height**

*Chief School Administrator*

**Ms. Michelle Jankauskas**

*Business Administrator*

---

### **Wenonah Elementary School District Title I School-Parent Compact**

Wenonah Elementary School District, the parents of the students participating in activities, services, and programs funded by Title I, and participating students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards.

Woodbury Heights Elementary School District will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State academic standards
2. Provide parents with frequent reports on their children's progress.
3. Provide parents reasonable access to staff.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,

Parent Responsibilities We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance.
2. Making sure homework is completed when assigned.
3. Participating, as appropriate, in decisions relating to my children's education.
4. Promoting positive use of my child's extracurricular time.
5. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my child or by mail, and responding, as appropriate.
6. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team

Student Responsibilities. We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time.
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.



**Ms. Kristine Height**

*Chief School Administrator*

**Ms. Michelle Jankauskas**

*Business Administrator*

---

### **Wenonah Title I Annual Meeting Agenda**

[Date] [Time]

[Location]

10. Introductions
11. What is Title I and how does it help our students?
12. Our school's Title I Program
13. Title I District Parent Involvement Policy
14. Title I School Parent Involvement Policy
15. Title I School-Parent Compact
16. Curriculum
17. Assessments
18. How you can get involved

# SAMPLE - TIME AND ACTIVITY DUTY SCHEDULE

## 2012-2013 SCHOOL YEAR SCHEDULE

Employee: Jane Doe  
Position: Instructional Assistant  
School: Lincoln Elementary

**Certification Period:** 8 / 15 / 2012 to 2 / 15 / 2013  
**Type of Schedule:** Circle Below  
 Daily, Weekly, Bi-Weekly, Other

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 Consult with staff regarding Title I students/curriculum	8:00-8:30 Consult with staff regarding Title I students/curriculum	8:00-8:30 Consult with staff regarding Title I students/curriculum	8:00-8:30 Consult with staff regarding Title I students/curriculum	8:00-8:30 Consult with staff regarding Title I students/curriculum
8:30-8:45 Break	8:30-8:45 Break	8:30-8:45 Break	8:30-8:45 Break	8:30-8:45 Break
8:45-9:15 Special ed. support	8:45-9:15 Special ed. support	8:45-9:15 Special ed. support	8:45-9:15 Special ed. support	8:45-9:15 Special ed. support
9:15-10:00 Small group reading	9:15-10:00 Small group reading	9:15-10:00 Small group reading	9:15-10:00 Small group reading	9:15-10:00 Small group reading
10:00-10:30 Small group math	10:00-11:00 2 <sup>nd</sup> grade Title I reading/math	10:00-10:30 Small group math	10:00-11:00 2 <sup>nd</sup> grade Title I reading/math	10:00-10:30 Small group math
10:30-11:00 2 <sup>nd</sup> grade Title I reading/math		10:30-11:00 2 <sup>nd</sup> grade Title I reading/math		10:30-11:00 2 <sup>nd</sup> grade Title I reading/math
11:00-11:30 Lunch Break	11:00-11:30 Lunch Break	11:00-11:30 Lunch Break	11:00-11:30 Lunch Break	11:00-11:30 Lunch Break
11:30-11:45 Individual special ed. student catch-up	11:30-11:45 Individual special ed. student catch-up	11:30-11:45 Individual special ed. student catch-up	11:30-11:45 Individual special ed. student catch-up	11:30-11:45 Individual special ed. student catch-up
11:45-12:35 Small group math	11:45-12:35 Small group math	11:45-12:35 Small group math	11:45-12:35 Small group math	11:45-12:35 Small group math
12:35-1:05 Small group writing	12:35-1:05 Small group writing	12:35-1:05 Small group writing	12:35-1:05 Small group writing	12:35-1:05 Small group writing
1:05-1:20 Break	1:05-1:20 Break	1:05-1:20 Break	1:05-1:20 Break	1:05-1:20 Break
1:20-1:40 Title I prep	1:20-1:40 Title I prep	1:20-1:40 Title I prep	1:20-1:40 Title I prep	1:20-1:40 Title I prep
1:40-2:30 First grade Title I reading/math	1:40-2:30 First grade Title I reading/math	1:40-2:30 First grade Title I reading/math	1:40-2:30 First grade Title I reading/math	1:40-2:30 First grade Title I reading/math
2:30-3:30 Title I lesson planning and student learning plan follow-up	2:30-3:00 Title I lesson planning	2:30-3:30 Title I lesson planning and student learning plan follow-up	2:30-3:00 Title I lesson planning	2:30-3:30 Title I lesson planning and student learning plan follow-up
	3:00-3:30 Bus duty		3:00-3:30 Bus duty	

Program or Cost Objective	Distribution of Time
Title I, Part A – Improving the Academic Achievement of the Disadvantaged	42%
IDEA, Part B – Federal Special Education	13%
State or Local	45%
<b>TOTAL</b>	<b>100%</b>

## **SAMPLE - TIME AND ACTIVITY DUTY SCHEDULE**

I certify that I performed work consistent with the attached schedule and as distributed in the above percentages during the Certification Period.

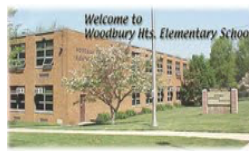
**Jane Doe**  
**Employee Signature**

**2/20/2013**  
**Date**

I certify that I have firsthand knowledge that the above employee performed work consistent with the attached schedule and as distributed in the above percentages during the Certification Period.

**Mary Smith**  
**Supervisor Signature**

**2/21/2013**  
**Date**



## **The Gateway Group Schools - Curriculum and Instruction Shared Services**

Dr. Amy L. Mount, Ed.D.

Director of Curriculum and Instruction

Gateway Regional High School District

National Park, Wenonah, Westville, & Woodbury Heights

Elementary School Districts

775 Tanyard Rd

Woodbury Heights, NJ 08096-6218

(856) 848-8200, Ext. 220

FAX: (856) 251-9813

E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)

### **Nonpublic Request for Consultation**

Date

Dear (Nonpublic School Representative):

The Gateway Group Schools (Gateway Regional, National Park, Wenonah, Westville, and Woodbury Heights Districts) will soon apply for grant funds under the Elementary and Secondary Education Act (ESEA). The ESEA-ESSA application includes the following formula programs:

- Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title III, Immigrant — Enhanced Instructional Opportunities for Immigrant Children and Youth
- Title IV, Part A: Student Support and Academic Enrichment Grant

Before making application, we are required to consult with you in order to identify the needs of children and teachers enrolled, and/or employed in your school, who are within our jurisdiction. A virtual planning meeting will take place at [time] on [date] via [link]. Please email response [email address] to confirm your participation. If unavailable, please email to request a different meeting date. Input must be received no later than the meeting date indicated above.

If you do not wish to participate in one or more of the programs listed above, please complete the enclosed Nonpublic School Participation Refusal form and email to me within two weeks of receipt of this letter.

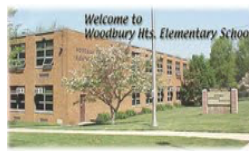
Sincerely,

Dr. Amy Lynn Mount

Director of Curriculum and Instruction

Enclosure





## The Gateway Group Schools - Curriculum and Instruction Shared Services

Dr. Amy L. Mount, Ed.D.

Director of Curriculum and Instruction

Gateway Regional High School District

National Park, Wenonah, Westville, & Woodbury Heights

Elementary School Districts

775 Tanyard Rd

Woodbury Heights, NJ 08096-6218

(856) 848-8200, Ext. 220

FAX: (856) 251-9813

E-mail: [amount@gatewayhs.com](mailto:amount@gatewayhs.com)

### Nonpublic Participation Refusal

Public School County LEA Codes  (Select all that apply)		15-1715 Gateway Regional High School District
		15-3490 National Park Elementary School District
		15-5590 Wenonah Elementary School District
		15-5740 Westville Elementary School District
		15-5870 Woodbury Heights Elementary School District

(Name of Nonpublic School) \_\_\_\_\_ on (date) \_\_\_\_\_

hereby resolves not to participate in the programs checked below for Fiscal Year \_\_\_\_\_ :

- ☐ Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
- ☐ Title II, Part A: Teacher and Principal Training and Recruiting
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title III, Immigrant: Enhanced Instructional Opportunities for Immigrant Children and Youth
- ☐ Title IV, Part A: Student Support and Academic Enrichment

It is understood that this refusal to participate in programs checked above for Fiscal Year will not prevent the pupils and teachers from participating in any subsequent year.

Authorized Nonpublic School Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Nonpublic School Administrator (print or type): \_\_\_\_\_

Address of Nonpublic School: \_\_\_\_\_

Uploading ESEA-ESSA nonpublic forms into NJDOE Homeroom: 1. Go to NJDOE Homeroom 2. Click "NPC – Form Upload for ESEA" Note: System will only accept PDF and Word Documents