

FOREST STREET COMMUNITY TITLE I – SCHOOL PARENT
AND FAMILY ENGAGEMENT

A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
 - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
 - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
 - f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than ninety percent of the one percent reserved goes directly to the



schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)

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g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

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

(a) That parents play an integral role in assisting their child’s learning;

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

(c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

a. Develop and disseminate surveys as a means of collecting information for use in the development and refinement of the School Parent & Family Engagement Policy



- b. Engage parents and other key stakeholders in roundtable discussions and town hall meetings led by the School Principal

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- c. Engage parents in monthly parent meetings designed to promote two-way communication involving student academic learning and school-based programming (ex: School Leadership Committee meetings, PTO meetings, Chat and Chew events, etc.)

- 2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:
(Describe when and where the annual meeting will be held.)

- a. The annual meeting will be held in September of each school year in our common meeting space (i.e. auditorium, school cafeteria, school media center, gymnasium)

- 3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

- a. Meetings will be held at various times of the day to include early morning (i.e. after student drop-off), afternoon (i.e. prior to student pick-up), and in the evening (i.e. after 6 pm) to accommodate the schedules of our parents. Childcare will be offered. Home visits will be conducted as needed.

- 4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- a. Ensure School Leadership Committee (SLC) has active parent and community members that are representative of our school community



- b. Attend annual training provided to all SLCs to foster and maintain parent and stakeholder engagement in school-level planning and decision-making
- c. Offer continuous opportunities for families to engage in the planning, implementation, and review of academic offerings within the school (*Monthly Chat & Chews, parent webinars, parent conferences, Parent University, etc.*)

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- d. Engage in inter-district and intra-district learning opportunities and collaborations, including site-visits and school walk-throughs, to provide parents with insights into school offerings.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - (1) The challenging, state academic standards;
 - (2) The state and local academic assessments including alternate assessments;
 - (3) The requirements of Title I, Part A;
 - (4) How to monitor their child's progress; and
 - (5) How to work with educators to improve the achievement of their children.
 - a. Provide assistance to parents to better understand state standards by providing parent workshops, interactive parent events, and individual parent conferences



- b. Provide assistance to parents to better understand testing and alternative assessment by providing parent workshops, interactive parent events, and individual parent conferences
- c. Provide assistance to parents to better understand student performance expectations by providing parent workshops, interactive parent events, and individual parent conferences

- 6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as

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appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their

children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:

- a. Disseminate monthly parent letters in the core content areas
- b. Offer annual family nights in an array of academic areas
(Mathematics, ELA, STEM, etc.)
- c. Offering multiple opportunities throughout the year to train parents on technologies used in support of instructional programming
- d. Offering multi-session workshops and webinars to improve parents understanding of social emotional learning and related supports

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

- a. Engage parents and other key stakeholders in roundtable discussions and town hall meetings led by the School Principal
- b. Engage parents in monthly parent meetings designed to promote two-way communication involving student academic learning and



- c. Districtwide programming (ex: School Leadership Committee meetings, PTO meetings, Chat and Chew events, etc.)
- d. Collaborate with the Office of Innovation and Community Engagement to ensure parents awareness of and engagement in district level programming and resources.

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c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- a. Engage parents and other key stakeholders in roundtable discussions and town hall meetings led by the Building Principal
- b. Coordinate and integrate parent and family engagement strategies designed to support early childhood programming (ex: Preschool Intervention and Referral Specialists (PIRS), Early Childhood Advisory Councils & subcommittees, etc.)
- c. Coordinate and integrate parent and family engagement strategies designed to subgroups of (ex: Special Ed Parent Advisory Group, Bilingual Advisory Council, Superintendent’s Parent Council, etc.
- d. Provide parental supports via the registration/enrollment/advertisement committee

d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Fully utilize available communication vehicles to disseminate information to parents that is in an understandable and uniform format via:



- a. School/district website
- b. The Orange District app,
- c. Class Dojo and Remind communication apps
- d. Translation services in multiple languages
- e. Community blasts (emails, phone, and social media channels)

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

- a. Coordinate and integrate parent and family engagement strategies designed to support early childhood programming (*ex: Preschool Intervention and Referral Specialists (PIRS), preschool/early childhood advisory councils & subcommittees, etc.*)
- b. Coordinate and integrate parent and family engagement strategies designed to support student subgroups (*ex: Special Ed Parent Advisory Group, Bilingual Advisory Council, etc.*)
- c. Provide parental supports via the registration/enrollment/advertisement committee
- d. Issue community needs assessments and surveys

8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and



activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

- a. Develop, disseminate, and review the results of school level parent, staff and student surveys administered in the Fall and Spring of each school year to identify and analyze trends
- b. Conduct an evaluation of the parent workshops and family events offered to determine ways to expand and improve the offerings
- c. Include school leadership, SLCs, culture and climate teams, parent focus groups, and PTO's/PTA's in the needs assessment process

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9. The school will take the following actions to involve parents in the process of school review and improvement:
 - a. Collaborate with the Office of Innovation and Community Engagement to promote and facilitate integrated supports to families
 - b. Host community and partner town hall meetings to build awareness of partnerships and elicit input on how to better meet parent, family, and community needs with the goal of supporting student achievement
 - c. Ensure that School Leadership Committee have active and regular parent and community meetings and uniformly support school initiatives

Continuously communicate any updates to the *School Parent & Family Engagement Policy*

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:
 - a. By emailing the school principal directly



- b. Providing comments on the annual Fall and Spring Parent surveys

C. Shared Responsibilities for High Student Academic Achievement

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

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- a. The home school compact communicates the role and responsibilities of parents, students, and the school in the family's home language
- b. The home school compact is signed by the parent, student, and principal/teacher.
- c. A copy of the home school compact is provided to each party.

D. Discretionary School Parent and Family Engagement Policy Components

- 1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
 - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
 - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.



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- c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request.

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E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:
 - a. Parent communications are translated in Spanish and Haitian Creole.
 - b. Interpretation services are available at parent meetings and school events.



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c. Additional supports are made available as needed.

F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The

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school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

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



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Adopted:

