

Milford Brook School

Parent Involvement in Title I Schools

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Our district policy, developed in collaboration with parents of participating Title I students and adopted by our Board of Education in July 2006, is provided here:

1) Milford Brook School Policy

Date Created: August 2015

Date Edited: June 2018

Milford Brook School located in Manalapan, New Jersey is comprised of over five hundred students and over 80 staff members. The school is part of the Manalapan-Englishtown Regional School District, a K-8 district located in Monmouth County. For the current school year, Milford Brook School has been identified as a Title I school and funding is being provided to implement and support programs, activities and procedures for the involvement of parents in programs assisted by Title I funding.

Each year that Milford Brook is identified as a Title I school, we acknowledge that we shall jointly develop with, and distribute to, parents of participating pupils, this parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of No Child Left Behind Act (NCLB) of 2001, §1119(a) through (f). Parents will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community via the school website and updated periodically to meet the changing needs of parents and schools within the district. As a "Green" district, notification will be sent via school backpack to Milford Brook families. Links will also be posted on the school website for access at a parent's convenience.

"Parent", for the purposes of this policy, means a parent and/or legal guardian.

Policy Involvement

As per district policy, as a Title I school, Milford Brook will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school's participation and the requirements of this Policy, and the right of the parents to be involved. Adequate notice will be provided as well as posting of the date, time, and location on the school website. If a family needs a paper copy, such will be provided, if necessary;
2. Offer a flexible number of individualized meetings throughout the year to parents to discuss their child's academic progress, interventions, and support systems. Such meetings, if needed, can take place in the morning or evening, and may provide, with Title I funds and as indicated in district policy, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under NCLB, §1114(b)(2);
4. Provide parents of participating pupils:
 - a. timely information about programs required by NCLB, §1118;
 - b. adequate notice and updates about a child's identification in Title I programs (Tier I, II, and III identification for RTI and ELL services). Parents will also receive information about the RTI program in the form of a brochure to help keep the informed;
 - c. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This information will be available upon request and on the district website; and
 - d. Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Shared Responsibilities for High Student Academic Achievement

Each year, Milford Brook School in receiving Title I funds shall jointly develop with parents of all pupils served with Title I funds, a school-parent compact that outlines how parents, the entire school staff, and 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 to help children achieve the State's high standards.

The compact will: 1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the pupils served by Title I funds to meet the State's student academic achievement standards, and the ways in which each parent

will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

2. Address the importance of communication between teachers and parents on an on-going basis through, at a minimum:

a. parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual pupil's achievement. At Milford Brook School, parent-teacher conferences will be held once a year for the 2018-2019 school year. There will be one full day of conferences beginning in the afternoon and continuing through the evening. A second day will exist for the scheduling of afternoon conferences. This new schedule is in accordance to the teacher contract.

b. frequent reports to parents on their children's progress. At Milford Brook School, parents can receive varied types of oral and written reports, which include but are not limited to the following: LinkIt benchmark reports, DRA/guided reading progress updates; EnVision benchmark updates, 8-10 week updates on targeted interventions through progress monitoring charts and notes, mid-term progress reports, RTI and ELL reports, and trimester standards based reporting; and

c. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. At Milford Brook School, parents can email/call staff at their convenience. Meetings can also be scheduled at any point throughout the year to accommodate a need or to discuss progress. During American Education Week, parents are invited to attend activities to further foster their involvement in the educational process. In addition, the RTI teacher will hold a parent meeting to provide instructional strategies and background information that can further support our students' learning in the home setting.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Milford Brook School:

1. Shall provide assistance to parents of pupils served by the school in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of district policy, and how to monitor a child's progress and work with educators to improve the achievement of their children. At Milford Brook, parents are invited in at the administration's, teacher's or parent's request to learn an intervention to further support their child's academic progress. Intervention plans can be developed, in collaboration with staff, to support the parents/children at home. Mandatory parent intervention plans will be developed for students receiving Tier III services. In addition, mandatory conferences will be held with parents of identified Tier III students prior to the start of the intervention and at the mid-point check in. Follow-up will also occur at the conclusion of the intervention cycle.

2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Shall continue to educate teachers, pupil services personnel, the Problem Solving Team, school counselor, interventionists and other staff, with the assistance of parents, 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, implement and coordinate parent programs, and build ties between parents and the school. At Milford Brook, staff receives yearly education about the RTI process through meetings throughout the year, hands-on training, and push-in support services by the school's interventionists. Special subject teachers are also trained in interventions to further support students and to provide more access to individualized instruction;
4. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
5. Will continue to provide necessary literacy training and training on Tier I interventions to classroom teachers and special subject teachers. The RTI teacher will work closely with classroom teachers to create, explain, model, and monitor Tier I plans and student progress. If outside resources need to be contracted out, the building administrator will collaborate with district personnel to procure the necessary supports.
6. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
7. May adopt and implement model approaches to improving parental involvement;
8. Shall provide such other reasonable support for parental involvement activities under this Policy as parents may request.

Accessibility

In carrying out the parental involvement requirements of NCLB, §1118 and this Policy, Milford Brook shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, to include providing information and school reports required under NCLB, §1111 in a format and, to the extent practicable, in a language such parents understand.

At the start of the school year, all parents of participating Title I children are provided with this information. Because we are a "Green" or "Paperless" district, this information is provided to parents in an email unless they have opted out of the email communication option. If parents require the information in another language or format, it is provided to them in the manner that allows them to understand the policy and its implementation.

2) District Policy 2415.04- PARENTAL INVOLVEMENT (M)

Section: Program

Date Created: July, 2006

Date Edited: April, 2004

A school district that receives Title I funds must implement programs, activities and procedures for the involvement of parents in programs assisted by Title I funding. The district will reserve not less than one percent of its allocation under Subpart 2 to carry out these requirements, which shall include promoting family literacy and parenting skills. Parents of pupils receiving Title I services shall be involved in the decisions regarding how funds will be allotted for parental involvement activities. The district is not required to reserve at least one percent of its allocation under Subpart 2 if the one percent of the district's allocation is \$5,000.00 or less.

Each school served with Title I funds shall jointly develop with, and distribute to, parents of participating pupils, this parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of No Child Left Behind Act (NCLB) of 2001, §1119(a) through (f). Parents will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents and schools within the district.

"Parent", for the purposes of this policy, means a parent and/or legal guardian. "School", for the purposes of this policy, is a specific school in a Target Assistance Title I program or schools within the district in a school-wide Title I program.

Policy Involvement

Each school served with Title I funds will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school's participation and the requirements of this Policy, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under NCLB, §1114(b)(2);
4. Provide parents of participating pupils:

- a. timely information about programs required by NCLB, §1118;
 - b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
5. Submit any parent comments on the plan when the school makes the plan available to the Board of Education, if the school-wide program plan under §1114(b)(2) of NCLB is not satisfactory to the parents of participating pupils.

Shared Responsibilities for High Student Academic Achievement

Each school served by Title I funds shall jointly develop with parents of all pupils served with Title I funds, a school-parent compact that outlines how parents, the entire school staff, and 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 to help children achieve the State's high standards.

The compact will: 1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the pupils served by Title I funds to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- a. parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual pupil's achievement;
- b. frequent reports to parents on their children's progress; and
- c. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and school district assisted with Title I funds:

1. Shall provide assistance to parents of pupils served by the school in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this Policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Shall educate teachers, pupil services personnel, Building Principals, and other staff, with the assistance of parents, 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, implement and coordinate parent programs, and build ties between parents and the school;
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the 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 to more fully participate in the education of their children;
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
6. May involve parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of such training;
7. May provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training;
8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. May train parents to enhance the involvement of other parents;
10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
11. May adopt and implement model approaches to improving parental involvement;
12. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;

13. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

14. Shall provide such other reasonable support for parental involvement activities under this Policy as parents may request.

Accessibility

In carrying out the parental involvement requirements of NCLB, §1118 and this Policy, the school and school district, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, to include providing information and school reports required under NCLB, §1111 in a format and, to the extent practicable, in a language such parents understand. The district will inform parents of any parental information and resource centers that provide training, information, and support to parents and individuals who work with local parents, school districts, and schools receiving Title I funds.

The Superintendent of Schools has submitted this Policy to the New Jersey Department of Education for review to be sure the Policy meets the requirements of NCLB, §1118.

At the start of the school year, all parents of participating Title I children are provided with this information. Because we are a “Green” district, this information is provided to parents in an email unless they have opted out of the email communication option. If parents require the information in another language or format, it is provided to them in the manner that allows them to understand the policy and its implementation.

In addition to the Back-to-School Night programs offered in all buildings, our Title I and BSI parents are provided with a dedicated Back-to-School Night program at the start of each school year, the date of which is published in the District Calendar. Each June, our Title I/BSI parents are invited to attend and participate in our Annual Title I/BSI Parent Advisory Meeting. Periodic parent training meetings are also provided.

2) Manalapan-Englishtown School-Parent Compact

School staff and parents have developed this compact to establish their commitment to working cooperatively for the successful education of the students of the Manalapan-Englishtown Regional School District. Each building in the district uses its own version of this compact.

The staff members of the Manalapan-Englishtown Regional School District agree to:

Provide high quality curriculum and instruction in a supportive and effective learning environment;

Give students the help needed to meet the State’s performance standards;

Describe and explain the curriculum and proficiencies;

Provide for parent-teacher meetings; and

Provide reports on student progress.

The parents of the Manalapan-Englishtown Regional School District agree to:

Monitor student attendance;

Assure homework completion;

Encourage motivation and a positive attitude;

Communicate with teachers when appropriate;

and Attend parent-teacher conferences and Back-To-School-Night Program.

We agree to work together, to the best of our abilities as educators and parents, to fulfill our common goal of providing for the successful education of our children.

3) Manalapan-Englishtown Highly-Qualified Teacher Letter

Parents will be notified promptly by their principal of their right to request intra-district public school choice if their child's school has been designated as in need of improvement. Principals send the following letter to the parents of their students each September in either the Title I or non-Title I version, depending upon the school's designation:

Dear Parent/Guardian:

The Elementary and Secondary Education Act is our country's most important federal education law. In 2001 this law was reauthorized as the No Child Left Behind Act (NCLB). NCLB was designed to make changes in teaching and learning that will help increase academic achievement in our schools.

The law requires that all schools receiving Title I funds must inform parents of their right to ask schools about the qualifications of their child's teachers and paraprofessionals. While our school does not receive Title I funding, we are happy to share this information with you. OR Our school receives Title I funding, and we are happy to share this information with you. We believe that nothing is more important to your child's education at school than having a well-prepared and highly qualified teacher. New Jersey requires that all teachers must meet a specific legal definition of "highly qualified" in order to teach in public schools. The legal definition of a "highly qualified teacher" has three parts. It states that the teacher must have the following:

1. A four-year college degree
2. A regular teaching certificate/license
3. Proof of their knowledge in the subject they teach

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 Manalapan-Englishtown Regional School District. All of our teachers have college degrees and many have advanced degrees. The state of New Jersey has always required a teaching certificate/license for all teachers. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

A highly qualified teacher knows what to teach, how to teach, and has a full understanding of the subject matter being taught. Every teacher in our school is fully qualified and dedicated to teaching your child, and all meet the legal definition of highly qualified. In addition, all paraprofessionals in our school also meet the legal definition of highly qualified. 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 NCLB, and the role of Title I parents, please visit the Parent Resources section of our district website at www.mers.k12.nj.us and the United States Department of Education Web site at www.ed.gov/nclb. By partnering, families and educators can provide your child with the best education possible.

4) Historical Data (2007-Present)

Historically and currently, none of the schools within the Manalapan-Englishtown Regional School District has been identified as in need of improvement (SINI). As a result, no students have been eligible for school choice or exercised a school choice option within the district, nor have any students been eligible for or utilized supplemental educational services (SES) during any school year. For a specific information regarding school performance reports, please go to the district website at www.mersnj.us.