

Milford Brook School

Parent Involvement in Title I Schools

The following information of interest to parents is provided on this page.

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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 and revised in February 2011 is provided also:

1) Milford Brook School Policy

Date Created: August 2015

Date Edited: June 2020

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 programs, activities, and procedures for the involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). 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. Conduct parent-teacher conferences annually as well as a Back-to-School Night event where curricular frameworks and academic programming is discussed and reviewed with parents.
3. Parents will receive reports on student progress formally through the Parent Portal three times per school year on the basis of trimesters. Additionally, other progress indicators regarding student's academic growth will be communicated, as needed and as pertinent, via email, the Genesis Parent Portal, sharing of assessment results, and requested conferences.
4. Encourage staff to offer as needed, individualized meetings with parents throughout the year to parents to discuss their child's academic progress, interventions, and support systems. Flexible scheduling for such meetings will be encouraged.
5. Will hold an annual meeting, at a convenient time, for parents of participating children to be provided with training to help them work with their children to improve their children's achievement. Such a meeting will provide parents with appropriate training, assignments, and materials to use in their work with their children to improve their children's academic achievement during the academic year.
6. Will provide identified students' parents with at-home strategies, materials, and links/passwords to electronic programs to support their children's academic progress.
7. Support the use of websites, email, and other opportunities for home-school communication.
8. The school 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 parents can understand:
 - a. Parents will receive frequent electronic communication from the school district via the Parent Blackboard communication system, Genesis Parent Portal, school website, emails. Paper letters will be utilized, as needed, and as pertinent to the information being distributed.
 - b. Translated materials will be provided, as needed. Translators can be made present at meetings as needed.

9. Provide parents of participating pupils:

- a. Timely information about programs required by Section 1118 of ESEA.
- 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. Information regarding their child's individualized programming through a description and explanation of the curriculum in use, timeframe of the program, the forms of academic assessment used to measure student progress, and the outlined goal(s) students are expected to meet. Information about curriculum and programs will also be available upon request and on the district website;
- d. Information about midpoint progress in a program, as relevant; and summative progress will be communicated to parents/guardians of intervention students at the conclusion of each intervention round. ELL students will receive progress reports with each trimester.
- e. Opportunities for 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.

10. The school will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

- a. The Milford Brook School PTO
- b. Parent volunteers and mystery readers
- c. Grade level events where parents/guests are invited in to see their child and the academic program.
- d. Parent University workshops to help support parents in their pursuit to support their children.
- e. Milford Brook parent nights to inform and teach parents strategies to support their children's learning.

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)

Date Created: July, 2006

Date Edited: February, 2011

M GENERAL EXPECTATIONS

The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.

The school district will incorporate this District-Wide Parental Involvement Policy into its school district's plan developed under Section 1112 of the ESEA.

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

If the 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 when the school district submits the plan to the New Jersey Department of Education.

In the event the school district is required to reserve and spend at least one percent of the district's Title I, Part A allocation, the school district will involve the parents of children served in Title I, Part A schools in decisions about how these funds will be spent and will ensure that not less than ninety-five percent of the one percent reserved goes directly to the schools. The school district will be governed by the following statutory definition of parental involvement, and expects Title I schools in the district will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving pupil 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 1118 of the ESEA.

In the event the State of New Jersey or the New Jersey Department of Education has a Parental Information and Resource Center, the school district will inform parents and parental organizations of its purpose and existence.

DESCRIPTION OF HOW THE SCHOOL DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

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

1. The district will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA:

a. The district Title I Parent Liaison Committee shall meet a minimum of three times per year to review and revise the district's School-Parent Compacts and district-wide parental involvement opportunities for all schools in the district.

b. The district shall provide flexible opportunities for meetings and communications that involve parents in their children's education in an organized, ongoing, and timely way.

c. Each school shall convene an annual meeting for parents and offer two parent-teacher conferences per year.

2. The district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

a. The district shall annually disseminate the progress of each school in meeting adequate progress as defined in the State plan in individual school performance profiles that include statistically sound disaggregated results.

b. Any school that has not made adequate progress as defined in the State plan for two consecutive years shall inform all parents of that fact.

c. Any school that is identified for school improvement as defined in the State plan shall include parent consultation in the development of a school plan in ways that have the greatest likelihood of improving the performance of participating children in the meeting the State's student performance standards.

3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve pupil academic achievement and school performance:

a. An annual meeting at, a convenient time, to which all parents of participating children shall be invited, to inform parents of their school's participation in Title I, Part A, and of their right to be involved;

b. A second annual meeting, at a convenient time and in addition to that provided for all children's parents, for parents of participating children to be provided a description and explanation of the supplemental curriculum provided for their children, by the teaches of that curriculum.

c. A third annual meeting, at a convenient time, for parents of participating children to be provided with training to help them work with their children to improve their children's achievement.

4. The school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

a. The Manalapan-Englishtown Schools P.T.A.

b. Persons Associated with Special Services (PASS).

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 Parental Involvement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement 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 Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

a. The evaluation will be conducted by the Title I Parent Liaison Committee.

b. The evaluation will be reviewed by the Superintendent of Schools and the Board of Education.

The school district will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve pupil academic achievement, through the following activities specifically described below:

1. 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 below:

- New Jersey's academic content standards;
- New Jersey's pupil academic achievement standards;
- The New Jersey and local academic assessments including alternate assessments;
- The requirements of Part A;
- How to monitor their child's progress; and
- How to work with educators.

2. 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 parental involvement, by:

- a. Providing appropriate training, assignments, and materials for parents to use in their work with their children to improve their children's academic achievement during the academic year.
- b. Providing appropriate training, assignments, and materials for parents to use in their work with their children to improve their children's academic achievement during the summer months.

3. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, Principals 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:

- a. Scheduling regular parent-teacher meetings
- b. Encouraging flexible schedules for as-needed meetings
- c. Supporting the use of websites, email, and other opportunities for home-school communication

4. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even 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 fully participating in the education of their children.

5. 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:

- a. Parents will have the option to receive frequent electronic communication from the school district, the school, and the classroom;
- b. Parents who opt out of electronic communication will receive all communication in print;
- c. Translated materials will be provided for parents who require them; translators for ASL and other languages will be present at meetings when required.

ADOPTIONS

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

Adopted: 25 July 2006 Revised: 15 February 2011

3) Manalapan-Englishtown School-Parent Compact

Milford Brook School and the parents or guardians of the students participating in services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) have developed this compact to establish their commitment to working cooperatively for the successful education of our students. We will share the responsibility for improved student academic achievement and the means by which the school and parents will foster a partnership. This school-parent compact is in effect during school year **2020-2021**.

The staff members of Milford Brook School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by: implementing a coherent curriculum aligned to state standards; utilizing instructional strategies with a high effect size; and providing individualized student support.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement during either Parent-Teacher Conference Night or Back to School Night.
3. Provide parents with frequent reports on their children's progress through: standardized report cards that are distributed on a trimester basis; reports on student progress on assessments and standardized tests; and summative progress reports for students receiving interventions.
4. Provide parents reasonable access to staff through Parent-Teacher Conferences, additional parent meetings, emails, and phone conferences.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through PTA events, classroom volunteers, and American Education Week.

The parents or guardians of students at Milford Brook School will

1. monitor student attendance, tardiness, and early dismissal pickups;
2. assure homework completion;
3. encourage motivation and a positive attitude;
4. communicate with teachers when appropriate;
5. stay informed by promptly reading all notices from the school or the school district either received in writing, by email, through the Parent Portal, or by mail and responding, as appropriate; and
6. attend Parent-Teacher Conference Night and Back-To-School-Night.

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.

_____	_____
Signature of School Representative	Date
_____	_____
Signature of Parent	Date
_____	_____
Student's Name	Teacher's Name/Room #

4) Manalapan-Englishtown Right to Know Letter, Updated July 2020

Dear Parent/Guardian:

The *Every Student Succeeds Act (ESSA)* was passed by the U.S. Congress in 2015. The *ESSA* replaces the *No Child Left Behind Act (NCLB)* and is the latest reauthorization of the *Elementary and Secondary Education Act (ESEA)*.

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. Your child's school receives Title I funding and we are happy to share this information with you upon your request.

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 Manalapan-Englishtown Regional Schools. All our regular 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>.

5) School Performance Reports

For a specific information regarding school performance reports, please go to the district website at <https://www.mersnj.us/domain/2418>