



A SMALL PUBLIC
SCHOOL OF CHOICE

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TITLE I --- PARENT INVOLVEMENT NO CHILD LEFT BEHIND [NCLB] POLICY

Pursuant to federal law, Hope Academy Community Charter School (HACS) and the parents/guardians of students participating in the NCLB-Title I program have jointly developed the following parent involvement policy. This policy shall be implemented by the School Principal or designee, according to the timeline set forth in the policy and incorporated into the HACS NCLB Title I Plan.

Involvement with Planning

HACS shall hold an annual meeting for parents of students in the NCLB Title I Program, as well as school-level staff receiving Title I funds and other interested persons, to discuss the NCLB Title I Plan, review implementation and discuss how NCLB-Title I and other funds allotted for parent involvement activities shall be used and invite suggestions for improvement, where needed.

District Support for Parent Involvement

Hope Academy Charter School shall provide coordination, technical assistance and other support necessary to assist in building the capacity for strong parent involvement to improve student academic achievement and school performance, which includes:

- Training support for teachers on strategies for communicating and working with parents.
- Technical support on development of communication strategies and products for parent.
- Technical assistance and guidance to for the purpose of facilitating parent involvement.
- HACS will assist in researching, selecting and adopting model approaches to improving parent involvement.

HACS, with the assistance of parents/guardians, shall implement district professional development activities which enhance the skills of teachers, pupil services personnel and other staff in:

- The value of contributions of parents/guardians.
- Reaching out to, communicating with and working with parents/guardians as equal partners.
- Implementing and coordinating parent/guardian' programs.
- Building ties between parents/guardians and HACS.

Coordination of Parent Involvement Activities with Other District Programs

HACS shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Early Childhood Programs and other State and federally-funded educational programs. In addition, HACS will conduct other activities, such as parent resource programs that encourage and support parents/guardians in more fully participating in the education of their child [ren].

Title I --- Parent Involvement (continued)

Student Learning

HACS will coordinate and integrate parental involvement strategies with those of other educational programs within the school. The purpose of this coordination is to improve the academic quality of the students served, including identifying barriers to greater participation by parents/guardians in activities authorized by law, particularly parents/ guardians who:

- are economically disadvantaged;
- have disabilities
- have limited English proficiency;
- have limited literacy;
- are of any racial or ethnic minority background;
- are parents of migratory children.

The Principal/Chief School Administrator or designee shall include expectations and strategies for involving parents/guardians in support of student learning with staff training models for literacy, mathematics and science. The Executive Director or his designee shall coordinate and integrate parent involvement services that assure participation and/or communication with parents who fall into the following categories:

- Economically disadvantaged
- Limited English Proficiency
- Limited Literacy
- Racial or Ethnic minority

HACS shall provide to parents/guardians, as appropriate, information to help them understand the state's academic content and achievement standards, state and local academic assessments, the requirements of the No Child Left Behind Act, how to monitor students' academic progress and how to work with HACS staff to help parents/guardians work with students to improve student achievement.

For non-English-speaking parents/guardians, HACS may provide opportunities for instruction in reading, writing and speaking English. In addition, parents/guardians will be offered opportunities to participate in instruction designed to teach them to navigate the school system.

Parents/guardians will be provided with access to the state content and achievement standards for each appropriate grade level. Additionally, parents/guardians will be provided with information related to the state and local assessments and how academic progress will be reported.

The Principal/Chief School Administrator or designee will develop materials and training to help parents/guardians work with students to improve achievement. Training, including strategies to improve reading skills, math skills, science instruction and the use of technology may be provided for parents.

Title I --- Parent Involvement (continued)

School-based Parent Involvement activities

HACS shall include strategies that encourage parent involvement in its annual school improvement plan and provide research, technical assistance and guidance on adopting effective models for encouraging parent involvement. The Improvement Plans should address the following:

1. *Communicating*
 - a. School-wide written communications
 - b. Teacher-to-parent/guardian personal communications
 - c. Frequency of communications
 - d. Progress Reporting
2. *Parenting*
 - a. Motivating students to learn
 - b. Providing an environment where homework can be accomplished
 - c. Taking advantage of academic programs offered at EOCCS and the community
 - d. Expressing to your children the importance of good citizenship including respect for all
3. *Student Learning*
 - a. Informing parents/guardians of strategies to assist their students (homework, etc.)
 - b. Informing parents/guardians of additional learning opportunities and services
4. *Volunteering*
 - a. Planning for use of parent/guardian volunteers
 - b. Recruiting Volunteers
 - c. Recognizing Volunteers' contributions
5. *HACS-decision making advocacy*
 - a. Parents/Guardians' participation in decision-making process through attendance at the Board of Trustees' meetings Saturday School's and Parent meetings
6. *Collaborating with the community-at-large*

Method of Communicating with Parents/Guardians

All information related to school and parent/guardian programs, meetings and other activities shall be sent to parents in a format and, to the extent practicable, in a language the parents can understand.

Annual Evaluation

HACS will conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of this policy. Effectiveness will be measured in part by improvements in student academic achievement and in school performance.

Title I --- Parent Involvement (continued)

The evaluation shall specifically address barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged;
- have disabilities
- have limited English proficiency;
- have limited literacy;
- are of any racial or ethnic minority background;
- are parents of migratory children.

HACS shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, this policy.

HACS shall provide such other reasonable support for parental involvement activities as parents may request.

Development of HACS' Parent Involvement Policy:

HACS-Parent/Guardian Compact

HACS, as a school receiving Title I Funds, shall jointly develop [with parents/guardians of students served in the program], a SCHOOL-PARENT/GUARDIAN COMPACT outlining the manner in which parents/guardians, HACS' staff and students share responsibility for improved student achievement in meeting academic standards. The SCHOOL-PARENT/GUARDIAN COMPACT shall:

- I. Describe the HACS' responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet HACS' academic standards.
- II. Indicate the ways in which parents/guardians will be responsible for supporting their children's learning; such as monitoring attendance, homework completion and television watching, volunteering in the classroom, participating, where appropriate, in decisions related to their child's education and positive use of extracurricular time.
- III. Address the importance of parent/guardian-teacher communication on an ongoing basis through, at minimum, parent/guardian-teacher conferences, frequent reports to parents and reasonable access to staff.

No Child Left Behind [NCLB]

As required through NCLB, HACS will provide the following information on the students' classroom teachers:

- A. Whether the teacher(s) has met the NJ qualification and licensing criteria for the grade levels and subject areas they are teaching.

No Child Left Behind [NCLB]

- B. If the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s), the area of study and any certificates for any graduate degrees earned.
- D. The qualification of any paraprofessional providing services to their child(ren).
- E. A timely notice if the student is assigned to a teacher who is not “highly qualified”.

Legal References: N.J.S.A. 18A-35-4.9 Pupil promotion and remediation; policies and procedures

N.J.S.A. 18A-59-1-3 Apportionment and distribution of federal funds; exceptions...

N.J.A.C. 6:8-4-1 Review of mandated programs and services.

20 U.S.C.A. A 6138 (Parental Involvement)

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

Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1958 (P.L. 100-297)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.
Manual for the Evaluation of Local School Districts (September 2002)

Cross References

*3220/3230 State Funds; federal funds design/development

*6141 Curriculum

*3514 Equipment bilingual/bicultural

*6142.2 English as a second language:

*5120 Assessment of individual needs

*6142.6 Basic Skills

*5200 Non-public school pupils

*6171.1 Remedial Instruction

*6122 Articulation

*6171.3 At-Risk and Title I

*6171.4 Special Education

*indicates policy is included in the Critical Policy Reference Manual

Key Words

- o Title I, Parental Involvement
- o State/Federal Funds
- o Maintenance of Effort
- o Supplement – not supplant
- o Comparability
- o At-Risk pupils

APPROVED BY THE BOARD OF TRUSTEES: October 27, 2015