

Cherry Hill Public Schools TITLE I DOCUMENTS

PARENT INVOLVEMENT POLICY

Cherry Hill Public Schools has adopted the following parent involvement policy and plan. This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to parents of students participating in the Title I program.

Cherry Hill Public Schools shall convene within 45 days after the start of the school year, an annual meeting, at a time that is convenient for parents, to which all parents of students participating in the Title I program are invited and encouraged to attend. At this meeting, parents will be informed of their child's participation in Title I, the purpose and requirements of Title I, and their right to be involved. Particular attention shall be given to reaching those parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

Cherry Hill Public Schools will offer a flexible number of meetings (a.m. and p.m.) to parents, and may provide transportation, childcare, and home visits.

Cherry Hill Public Schools shall involve parents in an organized, ongoing, and timely manner, in the Title I planning, review, and improvement of programs, including the joint development of the school parent involvement policy and the school plan.

Parents of students participating in Title I shall be provided:

- timely information and opportunities to attend regular meetings;
- school performance profiles and their child's individual assessment results, including an interpretation of results;
- a description and explanation of the school curriculum, assessment, and proficiency levels;
- a timely response, within two weeks, to any parent suggestions.

All comments indicating parents' dissatisfaction with the district Title I plan shall be collected and submitted along with the plan to the Cherry Hill Public Schools Central Office.

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SHARED RESPONSIBILITY FOR HIGH STUDENT PERFORMANCE

Cherry Hill Public Schools has jointly developed with parents, for all students participating in the Title I program, a parent-school learning compact that describes:

- The school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that will enable students to meet the state's academic expectations;
- Ways in which each parent will be responsible for supporting his/her child's learning;
- The ongoing communication between parents and teachers through; parent/teacher conferences at which time the learning compact will be discussed; progress reports to parents; and reasonable access to staff, observation of classroom activities, and opportunities to volunteer and participate in their child's class.

BUILDING CAPACITY FOR INVOLVEMENT

Cherry Hill Public Schools shall build the capacity for strong parent involvement by:

- Providing assistance to participating parents in understanding national, state, and local goals, standards, and assessments, Title I, Part a requirements, and how to monitor their child's performance as well as information on how parents can participate in the education of their child.
- Providing materials and training to parents, such as needed, literacy training not otherwise available to help parents as equal partners.
- Educating all school staff, with assistance of parents, on how to reach out, to communicate with, and work with parents as equal partners.
- Ensuring, to extent possible, information sent home is in a language and form parents can understand. For parents whose English is a second language, provide information in their primary language. For parents who are visually impaired, provide information in Braille or in large print.
- Involving parents, where appropriate, in development of training for teachers and other staff that improves instruction.
- Providing other assistance, as appropriate, such as parent resource centers where parents can learn about child development and rearing from birth designed to help parents become full partners in the education of their child.
- Training and supporting parents to enhance involvement of other parents, where appropriate.