

BORDENTOWN REGIONAL SCHOOL DISTRICT POLICY MANUAL

NO CHILD LEFT BEHIND - ACCOUNTABILITY

Policy # 5015.1

1. The Bordentown Regional School District will prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students. The following data will be included:
 - student academic achievement on state assessments, disaggregated by subgroups:
 - economically disadvantaged students
 - students from each major racial and ethnic group as required by the State of New Jersey
 - children with disabilities
 - LEP students
 - student gender
 - student's migrant status
 - student achievement at the basic, proficient and advanced levels on state assessments
 - secondary school graduation rates (disaggregated by subgroup)
 - the number, percentage, and names of schools identified for improvement
 - how students in each school performed on the state assessment compared to the school district and state as a whole
 - the percentage of students who were not tested (disaggregated by subgroup)
 - the professional qualifications of district teachers

The school district will educate district employees, families and other members of the public about the meaning of key phrases and terms in the No Child Left Behind Act (NCLBA): *adequate yearly progress (AYP)*, *school improvement*, *corrective action*, *safe harbor*, *restructuring*, and *highly qualified*. The district will also publicize the dates and timelines for implementation of the changes in the law that directly relate to testing, instruction, curriculum, and student achievement and employee qualifications.

Schools may be defined as being in need of improvement under the regulations of NCLBA. This designation requires a number of actions over an established time frame. These actions may include:

1. Collecting and disseminating research-based information on effective school reform and improvement models, and recommending successful strategies to schools that are in need of improvement in the district.
2. Granting decision-making authority over the selection of school improvement strategies and technical assistance providers to school staff who are able to most closely evaluate the needs of the students in their schools.

3. Examining district rules, regulations and procedures and modify as necessary, so that principals and teachers will have the flexibility and authority they need to effectively identify, secure, and take advantage of private and public resources and opportunities that are designed to promote student achievement.
4. Supporting the improvement efforts of schools by targeting district resources in a manner consistent with individual school priorities and needs, and by providing effective oversight to ensure that the improvement models and strategies selected by each failing school are appropriately aligned with state assessments in terms of the content knowledge and skills that are measured.
5. Developing and disseminating "fair and equitable procedures for serving students" who qualify for public choice transportation services and supplemental services. These procedures will specify eligibility criteria, selection priorities, and step-by-step procedures for families to follow in order to secure these services for their children.
6. Implementing public choice in the district—including a list of designated choice schools—and use all means available to ensure that school staff and families know and understand eligibility requirements, restrictions on service, and required procedures.

The annual yearly progress rate will be determined by the State of New Jersey.

Legal Reference: No Child Left Behind Federal Law 01/02

Adopted: 11/19/03

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NO CHILD LEFT BEHIND - ENGLISH PROFICIENT STUDENTS Policy # 5015.2

1. The district will continue to maintain a program for limited-English proficient (LEP) students that emphasizes English language instruction, and that has a primary goal of mainstreaming LEP students into regular classroom settings.
2. The Superintendent of Schools will instruct all schools in the district to notify the families of students placed in an LEP program as soon as this occurs. Notification will include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; and (5) notice of a parent's right to have his or her child moved from an LEP program to a regular program if they so desire.
3. The school will provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families.

TITLE I SCHOOLS AND STUDENTS

1. Schools that receive Title I funds will provide each parent information on the achievement level of their child on each of the state academic assessments as soon as is practicably possible after the test is taken.
2. A school that receives Title I funds must also give timely notice to families that their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not "highly qualified", as defined by NCLBA.
3. Each school served under Title I will develop with and distribute to parents of children participating in Title I programs a written parental involvement policy. A policy that applies to all parents may be amended to meet the requirements under the NCLBA. Schools receiving Title I funds will:
 - Hold at least one annual meeting for Title I parents
 - Offer a flexible number of meetings
 - Involve parents in an ongoing manner in the planning, review and improvement of Title I programs
 - Provide Title I parents with information about the programs, a description and explanation of the curriculum, forms of academic assessment and if requested opportunities for regular meetings to discuss the education of their children
 - Develop a school-parent compact that outlines the responsibilities of each party for improved student academic achievement

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ROLE OF PARENTS/GUARDIANS

POLICY #5020

The board believes that the education of children is a joint responsibility, one it shares with the parents/guardians and the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained and parental involvement in district concerns encouraged.

The board recognizes the vital role of parents/guardians in the welfare and education of their children and the pivotal part they play in shaping character and values. Because parents/guardians are familiar with the needs, problems, gifts and abilities of their children, staff should seek to involve parents/guardians as much as possible in the planning of the individual program. Parents/guardians must, by law, be included in the development of certain educational programs for their children.

Parents/guardians are requested to keep the school apprised of changes in factors in the home situation which may affect pupil conduct or performance. Parents/guardians are specifically requested to inform the school of any changes in legal custody of the child.

Parents/guardians are responsible for their child's punctuality, attendance, cleanliness and propriety of dress.

The chief school administrator shall develop procedures and regulations to implement this policy. These regulations shall include use of the parent/guardian's native language when necessary.

Date: August 19, 2009

Legal References: <u>N.J.S.A.</u> 18A:35-4.9	Pupil promotion and remediation; policies and procedures
<u>N.J.S.A.</u> 18A:35-22	Notice to parents that child identified as eligible for enrollment; option of declining enrollment; involvement of parents in program
<u>N.J.A.C.</u> 6A:8-4.3	Accountability
<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
<u>N.J.A.C.</u> 6A:10A-1.1 <u>et seq.</u>	Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts
<i>See particularly:</i>	
<u>N.J.A.C.</u> 6A:10A-5.3 through 5.5	
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

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