

Wallington Public Schools

NCLB Required Parental Notification and Documents

School Year 2010 – 2011

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***Wallington Public Schools***

**Title I**

**School - Parent Compact**

**S.Y. 2010 - 2011**

## ***TITLE I BASIC SKILLS IMPROVEMENT PROGRAM***

### ***What is the Title I Basic Skills Improvement Program?***

Title I Basic Skills Improvement is a program for students who need extra help in reading, writing, and mathematics.

### ***Which children are included in Title I Basic Skills Improvement Programs?***

Children who live in eligible Title I attendance areas and whose test scores and other measures of achievement in reading, writing, or mathematics are below expectations for their grade level are eligible for extra help in these subjects. Students from private schools and institutions for neglected or delinquent children may also be eligible if their achievement in reading, writing, or mathematics is below expectations for their grade level.

All New Jersey students must be assessed in basic skills each year to determine which students are meeting state-approved proficiency standards. The results of these assessments are to be used in determining which students are in need of Title I services. Districts may use the state's minimum level of proficiency (MLP) as the standards for selecting students, or they may set a standard higher than the state's MLP.

### ***What funds are used for Title I Basic Skills Improvement Programs?***

The state receives money from the federal government based on:

1. Census identifications of children ages 5-17
2. The number of families receiving Aid to Families with Dependent Children (AFDC).
3. The number of children in foster homes
4. The number of children in institutions for neglected or delinquent children

Each year the school district must apply for Title I funds. Specific guidelines established by the state and federal agencies must be followed in completing the Title I application and implementing the Title 1 Basic Skills Improvement Program. In addition, local district monies are used to provide regular and remedial basic skills instruction for all children in the district.

**HOW WILL THE SCHOOL PROVIDE HIGH QUALITY CURRICULUM INSTRUCTION IN A SUPPORTIVE AND EFFECTIVE LEARNING ENVIRONMENT?**

**The Title I Basic Skills Improvement Program has been designed to provide opportunities for the children served to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.**

***This shall be accomplished by:***

- 1. Ensuring high standards for all children and helping children reach these standards in reading, writing, and mathematics.**
- 2. Providing Title I children with an enriched educational program based on effective instructional approaches that increase the amount and quality of instructional time.**
- 3. Upgrading the quality of instruction by providing staff in participating schools with opportunities for professional development.**
- 4. Coordinating services with the regular educational program and other educational services.**
- 5. Helping students to make transitions from program to program, school to school, and school to work.**

***To insure on-going communications between parents and teachers,***

- 1. A Title I Basic Skills Improvement Program Public Meeting shall be held at least once annually for the express purpose of informing parents/guardians of the Title I Basic Skills Improvement Program and its activities.**
- 2. Parent-teacher conferences that permit two-way communication between home and school shall be held at least once a year during which the Parent-School Compact is discussed in relationship to the child's achievement.**
- 3. Open houses in district schools shall be held that provide parents with the opportunity to see the school facilities, meet the faculty, and observe the program on a first hand basis.**
- 4. Opportunities to observe school and classroom activities shall be available.**
- 5. Meetings of staff members and groups of the parents of those pupils who have special abilities, disabilities, needs, or problems shall be held.**

## ***HOW MAY STUDENTS SUPPORT AND REINFORCE THE SCHOOL'S ROLE?***

**Opportunities for learning are best served when I:**

- 1. Attend school regularly**
- 2. Get enough sleep**
- 3. Follow school rules**
- 4. Demonstrate respect for school and staff**

**Before I come to school, it is my responsibility to**

- 1. Have a nutritious breakfast**
- 2. Dress neatly**
- 3. Have my homework assignments completed**
- 4. Be ready to learn**

**In the classroom, it is my responsibility to**

- 1. Pay attention to the classroom lessons**
- 2. Ask questions when I do not understand**
- 3. Complete my work**
- 4. Listen attentively when someone is speaking**
- 5. Try my best**

**I also have the responsibility to**

- 1. Treat others kindly**
- 2. Respect others as individuals**
- 3. Learn about myself and others**

## ***HOW MAY PARENTS SUPPORT AND REINFORCE THE SCHOOL'S ROLE?***

*Opportunities for learning are best served when you help your child by:*

- 1. Setting rules and guidelines in the home.**
- 2. Developing a positive attitude towards the subjects the child is learning.**
- 3. Discussing what is being taught and how with the teacher.**
- 4. Providing a regular time and a quiet place to study and limiting television viewing.**
- 5. Helping your child use the tools he/she has learned by pointing out applications in out-of-school situations.**
- 6. Enriching the child's background through conversation and experience.**
- 7. Monitoring regular school attendance.**
- 8. Assuring homework completion.**
- 9. Taking an active part in the development of district goals, policies and programs when participation is required by code or encouraged by the Board of Education.**

*A positive self-concept contributes to success. You can help your child by:*

- 1. Assigning tasks and responsibilities**
- 2. Establishing routines**
- 3. Giving praise for accomplishments**
- 4. Spending time together**
- 5. Doing things together**
- 6. Encouraging attempts at new things**
- 7. Disciplining when it is needed**
- 8. Providing support when there is frustration and failure**
- 9. Setting goals and standards that are realistic and attainable**
- 10. Providing opportunities for success**
- 11. Showing interest in academic work and school activities**
- 12. Discussing and solving personal problems together**

## ***HOW MAY PARENTS BECOME INVOLVED IN THE SCHOOLS?***

**The community is encouraged to support and participate in all program efforts. To become an active participant in your child's school program, the following activities are suggested:**

- **Attend parent/teacher and parent/administrator conferences**
- **Visit the school and classrooms**
- **Attend school programs and activities**
- **Attend meetings of the Board of Education**
- **Become involved with the PTA/PTO**
- **Become a parent volunteer**
- **Become involved in advisory councils**
- **Assist in classroom and the library**
- **Work on a school newsletter for parents**
- **Volunteer to teach your native language**
- **Share cultural and historical information about your ethnic heritage**
- **Be an interpreter if you speak a language other than English**
- **Participate in decision-making (school board meetings, various committees)**
- **Assist in the development of a resource book of people, places, businesses and groups that will help in schools**
- **Share your talents in crafts, art, music, auto mechanics, carpentry, etc.**
- **Share knowledge and experiences gained through travel, living in other countries and living in other parts of the United States**
- **Work closely with the teachers on your child's Portfolio**
- **Help make instructional games for use at school or at home**
- **Be a tutor, storyteller, or a reading listener**

## ***AT HOME ACTIVITIES TO HELP PARENTS SUPPORT THEIR CHILD'S DEVELOPMENT OF BASIC LEARNING SKILLS***

The following activities in oral communication, reading, writing and mathematics are designed for parents to try with their children. Not all activities are appropriate for all children. Some activities can best be used with young children while others will be more effective with upper elementary, junior high or high school students.

It is important that parents carefully explain and demonstrate selected activities to their children. It may be helpful, in the beginning to do an activity together. It is also important to be patient, calm and attentive.

### **Oral Communication**

1. **Hold conversations with your children.**
  - Give them your patient attention when they are telling you something.
  - Look at them when they are speaking to you.
  - Answer their questions in full sentences, speaking clearly, slowly and softly.
  - Ask questions of them, such as:
    - What do you think I have in this pocketbook or this shopping bag?
    - Is the baby in this picture happy?
    - What makes you think that?
    - What did you watch on TV today?
    - Which is your favorite program, and why?
  - Encourage them to verbalize their feelings.
2. **Encourage your children to talk about their problems, their interest, what they want to do and to be, what they do their friends, school activities, and their successes/failures.**
3. **Play games such as twenty questions, charades, card games, Simon says, Scrabble, dominoes, checkers, and chess with your children.**
4. **Allow your children to finish what they have to say even if they have said something incorrectly. Just repeat the phrase correctly.**

### **WRITING**

1. **Make lists:**
  - Most important things in your life;
  - Favorite movies;
  - Sports;
  - Songs;
  - Actors;
  - Foods you like and dislike;
  - Things you would like to do, to be, to see, and to have;
  - What I have to do today.
2. **Encourage your child to dictate or write letters to friends and relative.**

## **READING**

- 1. Help your children build their own collections of books. Books make excellent birthday and holiday presents.**
- 2. Have your children clip and classify coupons, and help you use them in shopping.**
- 3. Let your child select a recipe and, following directions, prepare the dish for the family.**
- 4. When a new game is received, have your child study the directions for playing it and explain them to the rest of the family.**
- 5. Have your child use the grocery ads in the newspaper to help you plan your shopping.**
- 6. Assist your children in learning the procedure for obtaining a driver's license. Get a booklet of driving regulations for them to study at home.**
- 7. Read the newspaper classified ads to find prices on various car models, homes and apartment. And jobs that are available.**

## MATHEMATICS

1. **Mathematics can be used for grocery shopping.**
  - **Together identify items you want to buy. Write the items on a list. Ask your child to estimate the cost of each item. Compare the actual costs to the estimates. Compare the estimated total with the actual total.**
  - **Take a calculator with you to the grocery store. Have your child keep a running tally of the items you choose. Compare the calculator total to the cash register total. Remember, some items are taxed.**
  - **Help your child choose the best buy for a particular product by figuring out the unit cost for each package. Sometimes the unit cost is marked on the shelf.**
  - **Have your child check the change you receive.**
  - **Pick up a supermarket circular to use for math practice. Let your child use the prices in the circular to pick out the most (or least) items that can be bought for \$2, \$5, and \$10.**
2. **Use the newspaper to generate math activities.**
  - **Help your child identify charts and tables in the newspaper. Ask what information they can find in the charts.**
  - **Help your child compare prices of similar items at different stores and in different weeks.**
  - **Help your child make a shopping list by cutting out sale items and coupons from the grocery ads. Help him or her determine how much the items will cost.**
  - **Have your child place a small-mouthed drinking glass over a section of newspaper print and draw around the rim of the glass. Count the number of times each letter appears within the circle area. You may want to help your child make a tally chart.**
  - **Help your children read the TV section. Have them underline the shows they will watch each night and identify the times the show begin and end. Help them figure out how long they plan to watch TV that day.**
3. **Find puzzles and problems to solve as a family. Talk about how you solve the problems. Ask each other questions to give hints.**
  - **Make \$1 using exactly 50 coins**
  - **How many different ways can you make change for a quarter?**
  - **Make this figurine with 9 toothpicks. For each problem, you must start with this same figure.**
    - **Remove 2 toothpicks and leave 3 triangles**
    - **Remove 3 toothpicks and leave 1 triangle**
    - **Remove 6 toothpicks and leave 1 triangle**
    - **Remove 4 toothpicks and leave 2 triangles**
    - **Remove 2 toothpicks and leave 2 triangles**

**4. Involve your child in measurement activities using both standard and metric measurement.**

- **Have your child measure different parts of his or her body the thumb, wrist, foot, length of foot from knee to toe, distance from top of head to tip of nose. Measure first in inches, then in centimeters.**
- **Make a chart of the measurements. Now try the same measurements on someone else in the family. How do they compare?**
- **Help your child rearrange furniture in the house. Measure the available space and the size of each piece of furniture (length and width). Make a scale drawing of different arrangements.**

**SUGGESTED SUPPLIES TO HAVE IN THE HOME**

- **Newspaper and magazines;**
- **Dictionary and maps;**
- **Lined and plain paper;**
- **Pencils and pens;**
- **Ruler which includes metric measurement;**
- **Appropriate books for the ages and reading levels of your children; and**
- **Thinking games and puzzles.**

*We hope that you can appreciate and will support our efforts in the implementation of the Title I Basic Skills Improvement Program.*

*With all of us working together, we can make a difference!*

# Wallington Public Schools

## Title I

### School- Parent Compact

**ACKNOWLEDGMENT -  
TITLE I PARENT COMPACT  
2010 - 2011**

Parent Name: \_\_\_\_\_

Phone #: \_\_\_\_\_ Cell # \_\_\_\_\_ Work # \_\_\_\_\_

Child's Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State & Zip Code \_\_\_\_\_

HSPA Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

\_\_\_\_\_ I acknowledge receipt of the "Title I Parent Compact".

Parent(s)/Guardian(s) Signature

Parent Compact

September 3, 2010

Dear Parent:

The No Child Left Behind Act (NCLB) requires that all schools receiving federal funds must inform parents of their right to ask schools about the qualifications of their child's teachers. All three of our district schools fall under this requirement.

The law states that all teachers must meet a specific, legal definition of "highly qualified" in order to teach in these schools. That legal definition has three parts. It states that the teacher must have:

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

The State of New Jersey has always required appropriate certificates for its public school teachers. This is to inform you that all of the teachers in Wallington Jr./Sr. High School, Frank W. Gavlak Elementary School and Jefferson Elementary School are categorized as "highly qualified" as per the aforementioned definition.

If you have any questions regarding this matter please feel free to contact my office, or Ms. Barbara Sondej (973-777-0228).

Very truly yours,

Albert Pecora

Superintendent of Schools

c Barbara Sondej

Dr. Joseph Pompeo, Principal, Wallington Jr./Sr. High School  
Nancy Giambrone, Elementary Schools principal  
Mr. Darcy Kordosky, Supervisor of Elementary School Services

# Wallington Public Schools

## DEPARTMENT of ENGLISH as a SECOND LANGUAGE

BONNIE LUBERTO  
ESL SUPERVISOR

September, 2010

Dear Parent or Guardian,

The Wallington School district provides an English language program for students who need instruction in English as a second or other language (ESL). Your son/daughter, \_\_\_\_\_, has been assessed with the WIDA ACCESS Placement Test™. Your child's score placed him/her at a language proficiency level of \_\_\_\_\_. Based on our assessment of your child's English language skills, it has been determined that he/she is eligible for ESL.

The ESL program offers a curriculum designed to teach students listening, speaking, reading and writing skills necessary for success in school. Our English language learners may receive **one or two periods** of ESL instruction per day. One period is the standard ESL class, and the other period is a tutorial or ESL reading class.

You, as a parent/guardian, have the right to decline all or part of these services. Participation in this program will help your child succeed in school. Your child's academic progress may be limited should you decide against participation in this program.

If you have any questions concerning the English as a Second Language program, please contact Bonnie Luberto, the English as a Second Language Department Supervisor, at 973-77-0808 or at [luberto@wboe.org](mailto:luberto@wboe.org).

Sincerely,

Bonnie Luberto  
Supervisor of English as a Second Language

-----  
*Please complete, detach and return to the ESL teacher.*

\_\_\_\_\_  
Student's name

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_ My child will continue in the ESL program      \_\_\_\_\_ I want my child to participate in one period of ESL

\_\_\_\_\_ I do not want my child to participate in the ESL program

**Wallington Public Schools**  
**DEPARTMENT of ENGLISH as a SECOND LANGUAGE**

**BONNIE LUBERTO**  
**ESL SUPERVISOR**

September, 2010

Dear Parent or Guardian,

The Wallington School district provides an English language program for students who need instruction in English as a second or other language (ESL). We assess students each spring with the ACCESS™. Attached, please find the report summary of your child's English language proficiency. Your child's score placed him/her at a language proficiency level of \_\_\_\_\_. Based on our assessment of your child's English language skills which includes classroom performance, teacher input, standardized test scores as well as the ACCESS™, it has been determined that he/she is eligible to continue in ESL.

The ESL curriculum is designed to teach students listening, speaking, reading and writing skills necessary for success in school. Our students receive **one or two periods** of ESL instruction per day. One period is the standard ESL class, and the other period is a tutorial or ESL reading/writing class.

You, as a parent or guardian, have the right to decline these services being offered to your child. Participation in this program will help your child succeed in school. It must be understood that your child's academic progress may be limited should you decide against participation in this program.

If you **do not wish** your child to participate in this program, or have any questions concerning the English as a Second Language program, please contact Bonnie Luberto, the English as a Second Language Department Supervisor, at 973-77-0808 or at [luberto@wboe.org](mailto:luberto@wboe.org).

Sincerely,

B. Luberto  
Supervisor of English as a Second Language

-----  
Please complete, detach and return to the ESL teacher

\_\_\_\_\_ My child will continue in the ESL program    \_\_\_\_\_ I want my child to participate in one period of ESL

\_\_\_\_\_ I do not want my child to participate in the ESL program

\_\_\_\_\_  
Student's name

\_\_\_\_\_  
Parent's signature

WALLINGTON PUBLIC SCHOOLS  
BOARD OF EDUCATION POLICY

ROLE OF PARENTS/GUARDIANS

The board believes that the education of children is a joint responsibility, one it shares with the parents/guardians of the school community. To ensure that the best interest 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 rôle 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 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.

Legal References:	N.J.S.A. 18A:35-4.9	Pupil promotion and remediation; policies
	N.J.A.C. 6:8-4.3(a)2ii	Evaluation of elements and standards (community relations)
	N.J.A.C. 6:28-1.6(e)	Parental cooperation in evaluation
	N.J.A.C. 6:28-1.8(c)	Parental cooperation in development of IEP
	N.J.A.C. 6:28-2.1 et seq.	Procedure safeguards
	34 <u>CFR</u> Parts 200 and 204	