

HAWTHORNE PUBLIC SCHOOLS

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Robert P. Mooney
Superintendent of Schools

September 2011

Dear Parent/Guardian:

The Elementary and Secondary Education Act was our country's most important education law. In 2001 this law was revised and is now called the **No Child Left Behind Act**. *No Child Left Behind* (NCLB) was designed to make changes in teaching and learning that will help our students achieve more in schools.

The law requires that all schools receiving federal funds must inform parents of their right to ask schools about the qualifications of their child's teachers. Our school receives federal funding and we are happy to share this information with you.

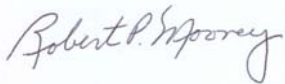
We believe that nothing is more important to your child's education at school than having a well-prepared and highly qualified teacher. The law requires that all teachers must meet a specific legal definition of "highly qualified" in order to teach in schools that receive federal funding. The legal definition of a Highly Qualified Teacher has three parts. It states that the teacher must have the following:

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

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 the Hawthorne Public School District. All of our regular teachers have college degrees and many have advanced degrees. The state of New Jersey has always required a teaching certificate/license for all teachers. In addition, every teacher continues his or her own learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

I encourage you to support your child's education and communicate with his or her teacher on a regular basis.

Sincerely,



Robert P. Mooney
Superintendent of Schools

Hawthorne Public Schools

Hawthorne, New Jersey 07506

September 22, 2011

Dear Parents/Guardians:

We are dedicated to providing all students with the educational foundation necessary to succeed in school and in life. To ensure your child's success, we have set high standards that are reflected in what is taught in our classrooms. The *No Child Left Behind Act (NCLB)* reauthorization of the *Elementary and Secondary Education Act (ESEA)* requires that adequate yearly progress (AYP) in language arts literacy and mathematics be measured annually for each school in New Jersey.

AYP is based primarily on the results of the New Jersey state assessments given to students in grades 3 through 8 and grade 11. Schools must meet the state's academic proficiency benchmarks, as well as other indicators such as test participation and attendance/dropout rate, to make AYP. These benchmarks increase on an incremental basis every three years.

Schools that did not make AYP for one year (Year 1) receive an Early Warning designation to alert them that students did not meet at least one of the AYP indicators. If a school does not make AYP for *two or more* consecutive years in the same content area (language arts literacy and mathematics) it is identified as a school in need of improvement.

The following school in our district has not made AYP and has been identified for improvement as follows: **Lincoln Middle School, School in Need of Improvement, Middle Language, Year 3, Middle Math, Yr 2, Sub Groups, Students with Disabilities, White, Hispanic and Economically Disadvantaged**. For schools that are now in improvement status, their academic achievement in language arts literacy and mathematics can be compared to other schools in the state by referencing the NCLB State Report. [ATTACH NCLB STATE REPORT] <http://education.state.nj.us/rc/>

- ☐ **Year 2 & 3 Supplemental Educational Services:** These services are offered to students who meet certain income criteria. In Year 3, our school may receive a Collaborative Assessment for Planning and Achievement (CAPA) scholastic audit from a team of school improvement experts. CAPA is part of a statewide system of support.

All Schools in need of improvement that receive federal Title I funds must assemble a school improvement committee to develop a school improvement plan that identifies areas of need and programs and activities to help increase student achievements. As a parent, you are encouraged to contact your child's school principal to provide input to the school improvement plan and see how you can become involved in helping the school address its achievement issues.

Some of the steps we have already taken or plan to implement this year to address the problem(s) that placed your child's school in improvement status include the following: **Language Arts and Mathematics Accelerated Supplemental Remedial Program, the Addition of Special Education teachers highly qualified in Language Arts and Mathematics, NJASK Language Data Analysis, Study Island Language Arts and Mathematics Initiative, Open Book ESL Native Language Support, and Language Arts Block Scheduling**. The state is also active in helping the

school address its achievement goals by sponsoring trainings, school support teams (CAPA), and guidance

We want to continue serving your child, and we'll use all the resources available to help our students achieve. An important part of this effort involves parental involvement and support. The district and each school must develop and implement a parental involvement policy. We encourage you to become involved in this and other initiatives at your child's school by contacting **John Peraino, Principal, Lincoln Middle School, 973-423-6460**. Building and maintaining a high-quality school, is a job for the entire community.

We will continue to communicate with you throughout the year regarding the school improvement efforts underway and hope you will join us in supporting our students and teachers as we work toward reaching our goals for next year.

Sincerely,
Robert P. Mooney

Chief School Administrator

2415.04 TITLE I – DISTRICT WIDE PARENTAL INVOLVEMENT

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. 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;
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. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement;



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. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under NCLB, 1114(b)(2);
4. The school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
 - a. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the 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 to more fully participate in the education of their children;
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. 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 and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

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.
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.



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.

Adopted: March 15, 2011



**Hawthorne Public Schools
Hawthorne, New Jersey 07506**

November 17, 2011

Dear Parent/Guardian:

This letter is to notify you that, if your child is eligible for free or reduced lunch, he/she is eligible for free supplemental educational services this academic year. These services will be provided before school, after school, and/or during the summer. The services will be in addition to the regular instruction that your student receives during the school year.

You can choose a tutoring program available through New Jersey Department of Education (NJDOE) list of approved providers at [//education.state.nj.us/ses/2011](http://education.state.nj.us/ses/2011). The goal is to help your child increase academic achievement in reading, language arts, and/or mathematics.

This notification letter is being sent to you in accordance with the *No Child Left Behind* regulations.

Students are eligible for this program, valued at approximately \$701.00, based on family income and attendance at a school that is identified as being in need of improvement for two or more consecutive years.

Approved service providers have agreed to provide services that are consistent with the instructional program of the district/state. They have also agreed to provide you and your student's teacher(s) information on the progress of your child. The benefits of tutoring are:

- Improving student work habits
- Personalization
- More time on-task
- Meeting specific student needs
- Reducing non-productive or risky behaviors
- Improving social and behavioral skills
- Increased ability to manage one's own learning
- SES tutoring is free and providers are selected by parents
- Quality SES providers

You may also join us and talk to the tutors on Tuesday, November 22, 2011 between 6:00 and 7:00 pm at the Lincoln Middle School Media Center for an Informational Provider Fair for parents to help you decide which program is best for your child. If you would like to select a tutor now, you can fill out the enclosed provider selection form and return it to Lincoln Middle School.

Sincerely,

Robert P. Mooney
Superintendent of School

RM/kk

Enclosure:

Provider Selection Form

Hawthorne Public Schools
Hawthorne, NJ 07506
Supplemental Educational Services Provider Selection Form

Name of Student:		
School:		
Date of Birth:	Grade:	
Address:		
City, State, Zip:		
Home Phone #:	Evening #:	Cell #:

Directions: Please complete Section A if your child **WILL** participate in the supplemental educational services program and Section B if your child **WILL NOT** participate in the supplemental educational services program. If your child **WILL** participate, please select three providers you feel will best serve the needs of your child. Rank them in order of preference. Efforts will be made to accommodate your first choice, but space constraints or other factors may restrict us from offering that option. In that case, we will enroll your child with your second or third choice respectively.

Check the boxes that apply:

SECTION A:

- ☐ My son/daughter **WILL** participate in the Supplemental Educational Services program.
- ☐ I am selecting the following state-approved provider from the approved list provided to me.

First Choice	
Second Choice	
Third Choice	

- ☐ I understand that the district will enter into an agreement with the provider, and I will be notified of a time to meet with the provider to set goals for my child.
- ☐ I understand that the provider will regularly inform me and the student's teacher(s) of the student's progress.
- ☐ I understand that if funds are insufficient to cover the supplemental educational services for all of the students who choose to participate, participation will be based on prioritized academic need as defined by the district.
- ☐ I understand that academic achievement records for my child will be released to the SES provider so that they may create an Individualized Learning Plan for my child, based on his/her academic needs.

SECTION B:

- ☐ My son/daughter **WILL NOT** participate this academic year in the supplemental educational services program.

 (Signature of parent/guardian)

 (Date)

 (Printed name of parent/guardian)

HAWTHORNE PUBLIC SCHOOLS
HAWTHORNE, NEW JERSEY
Department of Special Programs
School, Parent, Student Compact for Learning

We in the Hawthorne Public Schools and community, establish this compact in order to foster the core values of honesty, integrity, respect, trust and responsibility and to support the success of our students.

As a parent/caregiver I pledge to:

- Maintain and foster high standards of academic achievement and positive behavior.
- Find out how my child is going by attending conferences, looking at my child's schoolwork, or calling the school.
- Spending time each day with my child reading, writing, listening, or just talking.
- Respect, love, and encourage my child's growth and ideas.
- Help my child to resolve conflicts in positive, non-violent ways.

Parent/caregiver signature _____

As a Hawthorne Public School staff member, I pledge to:

- Maintain and foster high standards of academic achievement and positive behavior.
- Respectfully and accurately inform parents of their child's progress.
- Have high expectations for myself, students, and other staff.
- Respect the cultural differences of students, their families, and other staff.
- Help children to resolve conflicts in positive, nonviolent ways.

Staff signature _____

As a Hawthorne Public School student I pledge to:

- Work hard to do my best in class and complete my homework.
- Discuss with my parents what I am learning in school.
- Have a positive attitude towards self, others, school, and learning.
- Respect the cultural differences of other students, their families, and staff.
- Work to resolve conflicts in positive, nonviolent ways.

Student signature _____

HAWTHORNE PUBLIC SCHOOLS
SUPPLEMENTAL EDUCATION SERVICES (SES)

School Year	School	# of SES Eligible Students	# of Students Participating in SES
2011 –2012	Lincoln Middle School	75	15

Source: Title 1 Performance Report 2009-2010

Eligible Students are those students who meet the income criteria

The number of participating students are those students who completed tutoring

District Title 1 Allotment, obligation for Supplemental Education Services (SES) and choice transportation (20 percent of the district Title 1 Allotment) and the per-pupil allocation of SES:

School Year	Title 1 Allotment	SES/School Choice	SES Per Pupil
2011 – 2012	\$265,578	\$53,116	\$701.00

State approved SES Providers for the current school year:

<http://edication.state.nj.us/ses/2011/>

District SES Timeline:

*Procedure and date for student enrollment

- Students are enrolled at the SES Provider Fair(s)
- The Food Service Department checks the lunch status of all families at the Fairs and certifies Student(s) eligibility

*Vendor Fair Schedule was as follows:

Date	School	Time
November 22, 2011	LMS	6 PM – 8 PM

District SES Timeline:

*Procedure and date for provider selection:

- Parents choose providers at the vendor fairs
- Parents have to choose three vendors in the order of 1st choice, 2nd choice and 3rd choice
- After the vendor fairs the program starts

District contact for SES information and questions:

Mr. Joseph Pisacane, Vice Principal, Lincoln Middle School

jpisacane@hawthorne.k12.nj.us

973-423-6460

Mr. John Peraino, Principal, Lincoln Middle School

jperaino@hawthorne.k12.nj.us

973-423-6460

Questions regarding registration, complaints:

Mrs. Gina Aliano, Principal, Washington Elementary School, Title 1 Coordinator

galiano@hawthorne.k12.nj.us

973-423-6495

Mr. Robert Mooney, Superintendent, Hawthorne Board of Education

rmooney@hawthorne.k12.nj.us

973-427-1300

TBD, District Parent/Teacher Coordinator

The List of Providers Approved by the State to Serve in the District and the Locations of the Services
2011-2012

School Year	School	Providers
2011 – 2012	TBD	TBD