



ASBURY PARK

SCHOOL DISTRICT

**Welcome
back to
school!**



2021 - 2022 District Calendar

THE ASBURY PARK SCHOOL DISTRICT

We hope that the 2021-22 calendar will help you prepare for upcoming events in the school district. To reach any district or school office, please call the numbers listed below and follow the prompts.

Asbury Park High School

Grades 7-8 Hours 7:27 a.m.-2:00 p.m.
Grades 9-12 Hours 9:00 a.m.-3:33 p.m.
1003 Sunset Avenue
Asbury Park, NJ 07712
(732) 776-2638
Principal: Kathy Baumgardner

Dr. Martin Luther King, Jr. Upper Elementary School

Grades 4-6 Hours 8:00 a.m.-2:20 p.m.
1200 Bangs Avenue
Asbury Park, NJ 07712
(732) 776-2559
Principal: Perry Medina

Bradley Elementary School

Grades Pre K-3 Hours 7:55 a.m.-2:20 p.m.
1100 Third Avenue
Asbury Park, NJ 07712
(732) 776-3100
Principal: Thea Jackson

Thurgood Marshall Elementary School

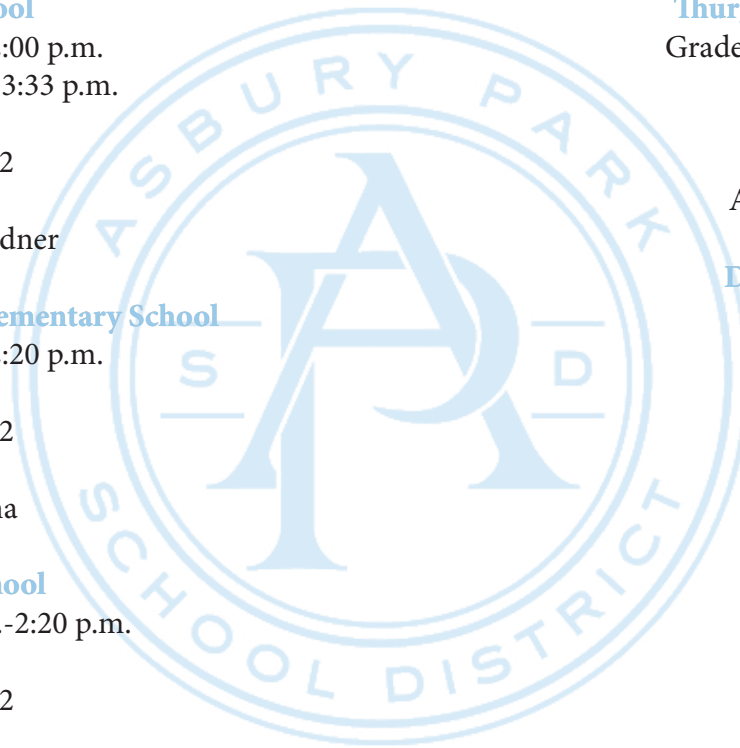
Grades Pre K-3 Hours 7:55 a.m.-2:20 p.m.
600 Monroe Avenue
Asbury Park, NJ 07712
(732) 776-2660
Acting Principal: Mark Gerbino

Dorothy McNish Parent Center

300 Prospect Avenue
Asbury Park, NJ 07712
(732) 776-2559
Fax: (732) 502-3119

Administrative Offices

910 Fourth Avenue
Asbury Park, NJ 07712
(732) 776-2606
Fax: (732) 774-8067



ABOUT THIS CALENDAR

Important Information:

DISTRICT WEBSITE:

<http://www.asburypark.k12.nj.us>

Information is available on each of the district's schools, curriculum, intervention and support and early childhood contacts, reports, publications, and much more!

Follow us on Social Media:

“Like Us” on Facebook at

www.facebook.com/asburyparkschools

Follow us on Twitter @Asbury_ParkSD

Instagram Asbury Park Schools

YouTube Asbury Park Schools

This calendar is designed by Chanta L. Jackson,
Central Registrar/Communications Coordinator.

This calendar provides you with information about the Asbury Park School District and its schools. We recommend that you read it as it will serve as a general guide to your child's experiences at school, and as an informational resource. If you have any questions about dates, times or other information contained in this calendar, please call your child's school for clarification.

Please note that dates in this calendar are subject to change.

Vision

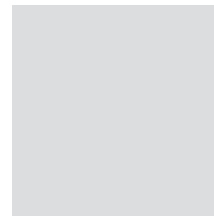
Asbury Park School District is a distinguished, comprehensive educational organization.

Mission

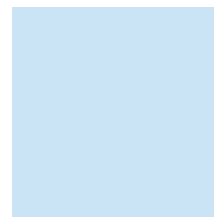
Asbury Park School District provides all students with a comprehensive and progressive education where everyone possesses the skill and character to succeed in a diverse, evolving global society.

HERE IS A KEY TO THE DISTRICT CALENDAR:

NOTE: days marked “Staff Report Only” mean that while teachers, principals, secretaries, etc... will be required to attend work, students WILL NOT be attending school that day.



Days shaded in GRAY are days that SCHOOLS ARE CLOSED. There are NO staff or students in the buildings on these days.



Days shaded in BLUE are days that schools will be on a Delayed Opening schedule. Please check with your child's school if you have questions about the schedule.

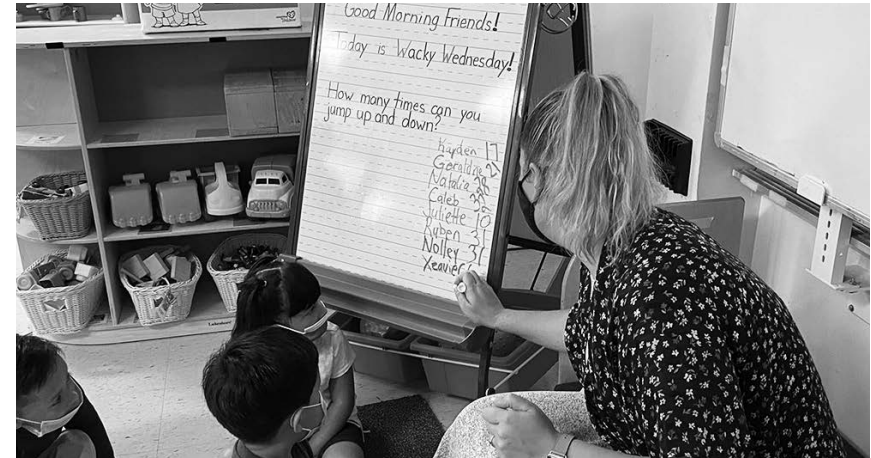
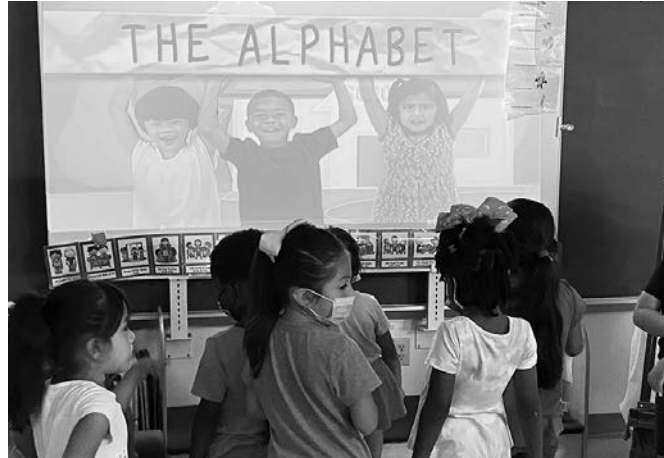
BACK TO SCHOOL PARENT TIPS

It's Time to Retrain Your Child's Brain

As parents you have the sole responsibility, accountability and the authority to oversee the education of your child. You can become best friends with them later in life. For now, be the guides, mentors, teachers and coaches. Being a Parent is NOT always cool, but done properly you will see the reward in your child.

- **Re-set sleep patterns.** Seven to ten days prior to the first day of school start the process of regular sleep. Wean the student off of going to bed late and sleeping late. Sleep patterns are crucial for reaching peak performance during the first class period and maintaining it until the bell rings to go home.
- **Exercise the brain.** Just like NFL conditioning and exhibition games that prepare each football player for the upcoming season, your student needs to begin honing his/her skills by practicing the basics of math, reading and writing.
- **Set academic goals.** Establishing well-defined goals is one of the hallmarks of a champion. Set goals for each class and hold your child accountable.

- **Identify priorities.** Football games, playing video games, watching TV, social media, homework, sports friends are all part of each school year. Be sure academics tops the list of priorities.
- **Social media.** Smart phones aren't always smart. This device is your child's pipeline to the rest of the world with emphasis on their peer group. Stay informed of where and when your child goes on the web and with whom they communicate.
- **Ask questions.** Tell and yell does NOT work as a form of communication for most children. Asking great questions will eventually produce great answers and ultimately great actions.
- **Know your child's peers.** Birds of a feather flock together. Keep tabs on ALL of your child's friends. This definitely includes monitoring ALL social media. Also, meet all parents of your child's friends. This will tell you a lot.





September

2021

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Follow us on Social Media: "Like Us" on Facebook at www.facebook.com/asburyparkschools Follow us on Twitter @Asbury_ParkSD YouTube Asbury Park Schools Instagram Asbury Park Schools				BES/TMES Preschool & K Orientation		
			1	2	3	4
5	Labor Day - Closed	Day for Staff (In-service) Includes: New Teacher Orientation Phase 2-3, Evaluation and Emergency Training	Day for Staff (In-service) Includes: New Teacher Orientation Phase 2-3, Evaluation and Emergency Training	First Day for Students- Early Dismissal (Full Day for Staff-PM In-service) APHS Freshman Orientation 8:30 a.m. APHS Senior Breakfast 9 a.m. APHS Sophomore/ Junior Mtg. 10 a.m. APHS Open House	½ Day Students- Early Dismissal (Full Day for Staff -PM In-service)	11
12	BES Grandparents Appreciation Day Breakfast 8 a.m.	7	8	9	10	11
	13	14	15	16	17	18
19	20	21	22	23	24	25
					Homecoming 6 p.m.	
26	Back to School Night – High School (Early Dismissal Students & Staff)	Back to School Night – Upper Elementary School (Early Dismissal Students & Staff)	Back to School Night – Bradley & TMES (Early Dismissal Students & Staff)	30		
	27	28	29			

NOTES

PROTECTING YOUR EMOTIONAL HEALTH

When we are anxious or stressed or otherwise upset, we are often thinking about past or future situations. We're worried about something in the future and thinking of all the things that could possibly go wrong, or we're dwelling on a past incident and all the things that did go wrong. 5, 4, 3, 2, 1, grounding is a calming technique that helps you focus on the present by using your five senses and to notice and focus on things currently around you. This brings you back to the present, rather than overthinking about the past or future.

Follow these simple steps. Begin by taking a deep breath. In, and out.

5 Things You See: Use your eyes to look around. Write five things you see on the worksheet. You could say things like "I see a lamp, a water bottle, a box of tissues, a poster on the wall, and a computer."

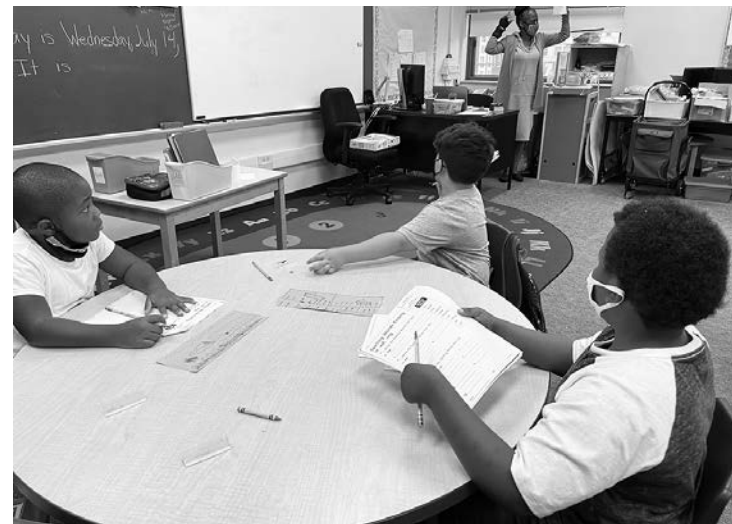
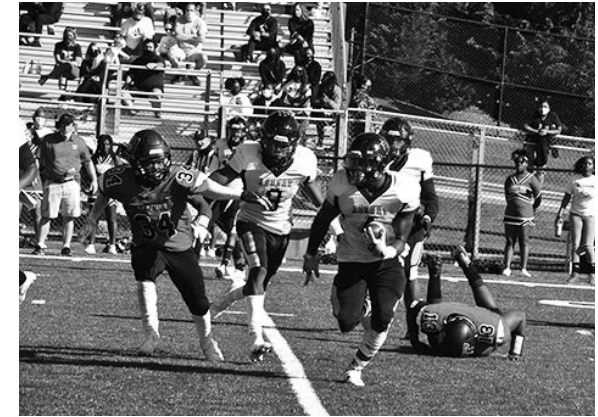
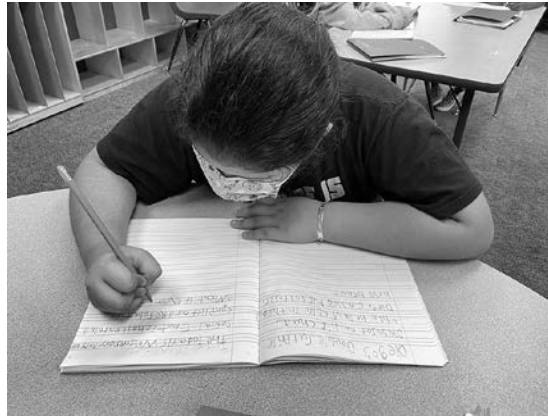
4 Things You Feel: This uses your sense of touch. Don't think about feelings like sad or mad, think about things you can feel with your hands or other parts of your body. For example, you could list the fuzzy liner of your sweat-shirt on your arms, your hair falling onto your face, the cool breeze on your skin, or a mosquito bite itching.

3 Things You Hear: Listen carefully. What sounds do you hear? If you're at school, you might hear pencils scratching on paper. If you're outside, you might hear wind rustling the leaves in the trees. If you're at home, you might hear the TV playing in the other room.

2 Things You Smell: Take another deep breath in with your nose. This one can be tough because there aren't always smelly things around. You might be able to notice the smell of hand sanitizer someone just used, or maybe your teacher is wearing perfume. If you can't notice any smells, write down your favorite things to smell, like freshly baked cookies or outside after it rains.

1 Thing You Taste: Move your tongue around in your mouth if you need to. Is your mouth still minty from brushing your teeth? Or can you still taste the peanut butter you had at lunch? If you can't taste anything, or if you have a bad taste in your mouth, write down your favorite thing to taste.

Once you've finished, take another deep breath.





October

2021

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

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 YouTube Asbury Park Schools
 Instagram Asbury Park Schools

1

2

3

4

BES Virtual PTO Meeting
4:30 p.m.

5

Delayed Opening
for Students – AM Professional
Development for Staff

6

7

8

9

10

Columbus Day - Closed

11

BES Hispanic Heritage
Celebration

12

13

Preschool P4 Meeting
(Location TBD)

14

MLKUES Hispanic Heritage
Celebration

15

16

17

18

19

20

Early Childhood Advisory Council
Meeting (Location TBD)
APHS Zumba for Breast
Cancer 4 p.m.

21

TMES Breast Cancer Awareness
Pink Parade

22

23

24

BES Breast Cancer Awareness
Pink Parade 1:15 p.m.

25

26

27

28

BES Halloween Parade
1:15 p.m.
TMES In-Door/Out-Door
Halloween Parade

29

30

31

NOTES

WHAT IS THE BOARD OF EDUCATION'S ROLE?

At the heart of it all, members of the board of education must believe in the value of public education and be dedicated to serving and teaching all children. Additionally, they must:

- Commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
- Set up and maintain an effective, efficient organizational structure for the district that allows the superintendent and administrators manage the schools, teachers teach and students learn.

- Hire and evaluate a superintendent, evaluate and adopt policies that affect all schools in the district.
- Establish a vision for the community's schools.
- Serve as a judicial and appeals body when conflicts go unresolved.
- Monitor and adjust district finances.
- Manage the district's collective bargaining process.
- Take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.





November

2021

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	BES Veterans Day Luncheon 2	3	NJEA Convention - Closed 4	NJEA Convention - Closed 5	6
7	8	Early Childhood Advisory Council Meeting (Location TBD) 9	Delayed Opening for Students – AM Professional Development for Staff 10	11	First Marking Period Ends 12	13
14	Second Marking Periods Begins 15	16	17	BES Thanksgiving Feast TMES Picture Day Preschool P4 Meeting (Location TBD) 18	TMES Giving 19	20
21	22	23	Early Dismissal Students + Staff 24	Thanksgiving - Closed 25	Thanksgiving - Closed 26	27
28	29	Parent-Teacher Conferences Early Dismissal Staff & Students BES Virtual PTO Meeting 4:30 p.m. 30	Follow us on Social Media: “Like Us” on Facebook at www.facebook.com/asburyparkschools Follow us on Twitter @Asbury_ParkSD YouTube Asbury Park Schools			

NOTES

Emergency School Closings:

Emergency closings, delayed openings and early dismissals will be announced on the following stations:

AM Broadcast:

1310 (WJLK/WADB)
1160 (WOMB)

TV Broadcast:

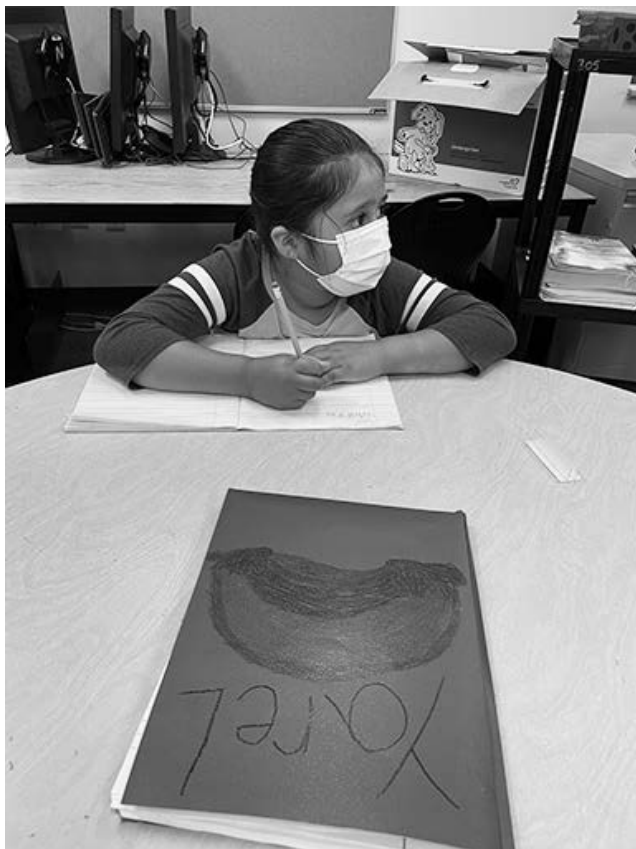
ABC 7 New York
CBS 2 New York
News 12 New Jersey

FM Broadcast:

106.3 (WHTG) (WHTG)
101.5 (WKXW-WBSS)
94.3 (WJLK-THE POINT)
92.7 (WOBM)

Communication during emergencies will be done through School Messenger, the District Website, www.asburypark.k12.nj.us, District Facebook page, Asbury Park Schools, District Twitter, @Asbury_ParkSD and District Instagram, Asbury Park Schools.

If schools are closed due to inclement weather or a health emergency, you will be notified via our phone/text School Messenger system. It is **ESSENTIAL** that we have the accurate contact information for your household. Please provide this information to the building secretary at your child's school.





December

2021

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Follow us on Social Media: "Like Us" on Facebook at www.facebook.com/asburyparkschools Follow us on Twitter @Asbury_ParkSD YouTube Asbury Park Schools Instagram Asbury Park Schools			Parent-Teacher Conferences Early Dismissal Staff & Students	Parent-Teacher Conferences Early Dismissal Staff & Students		
			1	2	3	4
5	6	BES Virtual PTO Meeting 4:30 p.m.	Delayed Opening for Students – AM Professional Development for Staff	BES 1st MP Awards Assembly Early Childhood Advisory Council Meeting (Location TBD)	10	11
12	13	BES Holiday Gift Store	BES Holiday Gift Store MLK UES Winter Performance	BES Holiday Gift Store BES Winter Concert Preschool P4 Meeting (Location TBD)	17	18
19	20	BEST Gift Giveaway	22	Early Dismissal Students & Staff	Winter Recess - Closed	25
26	Winter Recess - Closed	Winter Recess - Closed	Winter Recess - Closed	Winter Recess - Closed	Winter Recess - Closed	
	27	28	29	30	31	

NOTES

OLD WEATHER SAFETY TIPS

- **Know the warning signs of hypothermia.** Symptoms include uncontrollable shivering, memory loss, disorientation, incoherence, slurred speech, drowsiness and apparent exhaustion. If body temperature drops below 95 degrees, seek immediate medical care.
- **Excessive exposure can lead to frostbite.** Frostbite causes a loss of feeling and a pale appearance in extremities, such as fingers, toes, ear lobes or the tip of the nose. If symptoms are detected, seek medical help immediately.
- **Wear the right gear.** Our bodies prioritize keeping us warm, which means hands and feet are typically the first to feel the cold. Wear either wool-lined winter gloves or heavy mittens, and sturdy, waterproof boots, protecting your extremities. A hat is essential, preferably one that covers your ears. Cover your face and mouth with a scarf to protect your lungs.
- **Keep pipes from freezing.** Wrap pipes in insulation or layers of newspapers, covering the newspapers with plastic to keep out moisture. Allow a trickle of water to run from a faucet if your pipes have frozen in the past. This will keep the water moving so that it cannot freeze. Learn how to shut off your water if a pipe should burst.
- **Dress in layers.** Several layers of loose-fitting, lightweight clothing will keep you warmer than a single layer of heavy clothing. Outer garments should be tightly woven and water repellent.
- **Be a good neighbor.** Check in with elderly or disabled relatives and neighbors to ensure they are safe.
- **Save the food.** If you lose power for an extended period of time, don't let food go to waste! Use the outdoors as a makeshift freezer for food. Be sure to cover items to protect from wildlife.





January

2022

SUNDAY**MONDAY****TUESDAY****WEDNESDAY****THURSDAY****FRIDAY****SATURDAY**

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Follow us on Twitter @Asbury_ParkSD
YouTube Asbury Park Schools
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New Year's Day Observed-
Closed

1**2****3****4****5****6****7****8****9****10**

BES Virtual PTO Meeting
4:30 p.m.

11**12**

BES MLK Jr. Program
Preschool P4 Meeting
(Location TBD)

13

TMES Celebrates MLK, Jr
Program

14**15**

Martin Luther King Jr. Day -
Closed

16**17****18**

Professional Development
Day - Closed

20**21****22****23****24****25**

Second Marking Period
Ends

26

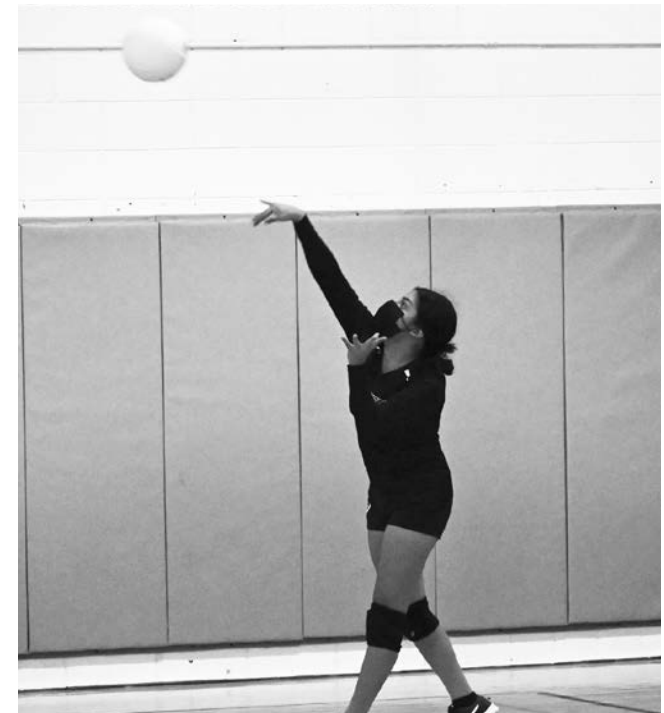
Third Marking Period
Begins

27**28****29****30****31****NOTES**

PARENT-TEACHER CONFERENCES MATTER

Parent-teacher relationships are most effective when participants have frequent and open communication with each other and demonstrate mutual respect. Below are some tips to enable you to become active participants in the process.

- Be prepared.
- Arrive on time.
- Stay focused on your child.
- Listen with an open mind.
- Stay involved.
- Be willing and ready to share information about your child and family.





February

2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	BES Virtual PTO Meeting 4:30 p.m.	Delayed Opening for Students – AM Professional Development for Staff	Preschool P4 Meeting (Location TBD)	11	12
TMES Has a Heart	BES Has "Heart" Community Event	15	16	BES 2nd MP Awards Assembly	Presidents Weekend - Closed	19
20	Presidents Weekend - Closed	22	23	BES Black History Month Program Early Childhood Advisory Council Meeting (Location TBD)	25	26
27	28	Follow us on Social Media: "Like Us" on Facebook at www.facebook.com/asburyparkschools Follow us on Twitter @Asbury_ParkSD YouTube Asbury Park Schools Instagram Asbury Park Schools				

NOTES

KEEPING STUDENTS SAFE

The Asbury Park Board School District is prepared to respond to a crisis, including but not limited to accidents, assaults, intruders in the building, terrorist threats, etc. Plans are in place both at the building and district level and are updated annually.

- Asbury Park Public Schools have strict disciplinary policies and sanctions for all incidents, including those involving weapons.
- School staff are readily available to work with parents, individually and collectively, to help better address issues of student depression, addiction, and other mental health.
- All visitors and staff must wear ID badges when in schools. The district has trained crisis teams to work with school staff members and students.
- All visitors must provide a valid photo ID in order to enter any building. Additionally, the Dr. Martin Luther King, Jr. Middle School and Asbury Park High School have metal detectors as an added measure of security.
- The school district promotes conflict resolution, violence prevention, bullying/harassment prevention, and tolerance and social skills.
- Trained mediators are available to help students in need of mediation and conflict resolution services.





March

2022

SUNDAY**MONDAY****TUESDAY****WEDNESDAY****THURSDAY****FRIDAY****SATURDAY**

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Instagram Asbury Park Schools

1

Dr. Seuss Read Across
America Celebration

2**3****4****5****6****7**

BES Virtual PTO Meeting
4:30 p.m.

8

Delayed Opening for
Students – AM Professional
Development for Staff

9**10****11****12****13****14****15****16**

Preschool P4 Meeting
(Location TBD)

17**18****19****20****21**

TUES
Dr. Seuss Read Across America

22**23**

BES
Family Literacy Night 6 p.m.

24**25****26****27****28****29****30****31**

NOTES

WAYS TO ENCOURAGE HEALTHY DEVELOPMENT IN THE EARLY YEARS

Physical or Motor Development

- Provide opportunities for physical play.
- Visit parks, playgrounds and large indoor play spaces where your child can run and climb freely.
- Play with toys that encourage your child to put things together.
- Provide riding toys, such as a bike with training wheels or scooter.
- Put on your child's favorite music and have a dance party; copy each other's moves.

Talking - Communication and Language Development

- Read with your child every day and ask him/her to predict what will happen next.
- Teach your child his/her address and phone number.
- Point out familiar symbols and words.
- Encourage your child to "read" by looking at the pictures in a book and telling a story.
- Encourage your child to count items.

Interacting - Social and Emotional Development

- Gently and consistently help your child manage feelings and control behavior.
- Say positive things; praise your child and what he/she is doing.
- Give your child opportunities to play with other children.
- Give your child more freedom to choose activities to play with friends and let your child work out problems with friends.

Thinking - Cognitive Development

- Teach your child about time – morning, afternoon, evening, today, tomorrow and yesterday – and start teaching the days of the week.
- Play with toys that encourage your child to put things together.
- Encourage your child to draw and make art projects using different supplies.





April

2022

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

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TMES Autism Awareness

Third Marking Period Ends

1

2

3

Fourth Marking Period Begins

4

BES Virtual PTO Meeting
4:30 p.m.

5

Delayed Opening for
Students – AM Professional
Development for Staff

6

7

MLKUES Autism Acceptance

8

9

10

11

12

MLKUES Winter Performance

13

Early Dismissal
Staff & Students

14

Spring Break - Closed

15

16

17

Spring Break - Closed

18

Spring Break - Closed

19

Spring Break - Closed

20

Spring Break - Closed

21

Spring Break - Closed

22

23

24

25

Parent-Teacher Conferences
Early Dismissal
Staff & Students

26

Parent-Teacher Conferences
Early Dismissal
Staff & Students

27

Parent-Teacher Conferences
Early Dismissal
Staff & Students

28

BES Bubbles for Autism

29

30

NOTES

WHICH SKILLS ARE NEEDED TO SUCCEED?

Communication Skills

- Read with Understanding
- Convey Ideas in Writing
- Speak so Others Can Understand
- Listen Actively
- Observe Critically

Interpersonal Skills

- Guide Others
- Resolve Conflict and Negotiate
- Advocate and Influence
- Cooperate with Others

Decision Making Skills

- Use Math to Solve Problems and
- Communicate
- Solve Problems and Make
- Decisions
- Plan

Lifelong Learning Skills

- Take Responsibility for Learning
- Reflect and Evaluate
- Learn Through Research
- Use Information and Communications Technology





May

2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5 BES Cinco De Mayo Fiesta/ International Day Celebration	6	7
8	9 BES NJSLA Test Prep Rally	10 BES MP Awards Assembly BES 3rd MP Awards Assembly	11	12 Preschool P4 Meeting (Location TBD)	13 BES Mother's Day Luncheon	14
15	16	17	18 BES/MLKUES Haitian Flag Day Celebration TMES Haitian Flag Celebration	19	20	21
22	23	24	25	26 Early Childhood Advisory Council Meeting (Location TBD)	27 BES Spring Concert MLKUES Mental Health Awareness	28
29	30 Memorial Day – Closed	31	Follow us on Social Media: “Like Us” on Facebook at www.facebook.com/asburyparkschools Follow us on Twitter @Asbury_ParkSD YouTube Asbury Park Schools Instagram Asbury Park Schools			

NOTES

CONGRATULATIONS CLASS OF 2022!

In New Jersey, June is synonymous with graduation and promotion ceremonies. Although the time can be exciting, it can also be unnerving. District staff are here to help your child to successfully transition to his/her next life phase.

Please remember that in order to graduate from high school, students must have earned a minimum of 120 credits in courses that meet New Jersey Core Curriculum Content Standards. Regular attendance is also required.

We wish you much success!





June

2022

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

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 YouTube Asbury Park Schools
 Instagram Asbury Park Schools

1

2

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6

7

TMES Field Day

8

BES Field Day
TMES Field Day

9

BES Field Day (Rain Date)
APHS Red Carpet/Prom 5 p.m.

10

11

12

BES Preschool Moving Up
Celebration
APHS Senior Week

13

APHS Senior Week
BES Kindergarten Moving Up
Celebration

14

APHS Senior Week
Delayed Opening for
Students – AM Professional
Development for Staff
BES 3rd Grade Moving
Up Celebration
and Social

15

APHS Senior Week
Early Dismissal
Staff & Students
DMLKUES
Juneteenth Celebration

16

Juneteenth Observed-Closed

17

18

19

Early Dismissal
Staff & Students

20

Early Dismissal
Staff & Students

21

Early Dismissal
Staff & Students
APHS Graduation Practice
9 a.m.
APHS Senior Scholarship
Reception
5:30 p.m.

22

Last Day Instruction Students-
Teachers/Early Dismissal
APHS Graduation
APHS Stadium 5:00 p.m.

23

24

25

26

27

28

29

30

NOTES

STRATEGIES TO HELP ADVOCATE FOR YOURSELF

Advocating for yourself is a skill you will use throughout your whole life. Here are a few ideas you can use to help you build your advocacy skills.

- Remember YOU are the expert on YOU. No one knows more about how your disability affects you.
- The one person who can use their voice to speak up for you better than anyone else is you. If someone
- assumes something about you that is incorrect, speak up and politely correct them.
- Give respect to get respect. Show people the respect you expect them to show you. When you speak for
- yourself, talk to people the way you want them to talk to you.
- Go straight to the point. Say only what you need to say. Information about your disability is private; you
- Don't always have to tell people about your disability when you advocate for yourself. In many situations,
- You can just explain what you need, what you want, or what you think.





July

2022

SUNDAY**MONDAY****TUESDAY****WEDNESDAY****THURSDAY****FRIDAY****SATURDAY**

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1**2****3****Independence Day****4****5****6****7****8****9****10****11****12****13****14****15****16****17****18****19****20****21****22****23****24****25****26****27****28****29****30****31****NOTES**

WHAT YOU CAN DO TO HELP YOUR CHILD'S SOCIAL-EMOTIONAL DEVELOPMENT

- Be a model of the emotions and behaviors you want your child to show. You are your child's first teacher and they look up to you as a role model.
- Be responsive to your child's emotions and behaviors. Responding will help to develop trust between you and your child.
- Ask open-ended questions, such as "What would you do?" to help develop problem-solving skills.
- Use stories to talk to your child about different social situations and how each person might be feeling.
- Encourage kids to try new things and learn how much they can do.
- Play games to teach kids how to take turns, win and lose, share, and negotiate.
- Ask your child questions when they are upset. These questions can be about why they are upset, or offering alternatives to understand the root of their unhappiness. For example, "Would you like to brush your teeth or take a bath first?"
- Sit with your child when using a screen (not recommended before 18 months) and make it a social activity, e.g. asking them questions or playing turn-taking games.





August

2022

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

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NOTES

TITLE I DISTRICT-WIDE PARENTAL INVOLVEMENT

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;

b. 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;

c. 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);

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. Publicize and disseminate the results of the local annual review to parents, teachers, principals, schools, and the community so that the teachers, principals, other staff, and schools can continually refine, in an instructionally useful manner, the program of instruction to help all children served under this part meet the challenging State student academic achievement standards;

b. Solicit feedback on the school improvement plan from parents and community leaders;

c. Provide to parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in an elementary school or a secondary school identified for school improvement, for corrective action, or for restructuring;

d. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the State educational agency involved;

e. The reasons for the identification;

f. An explanation of what the school identified for school improvement is doing to address the problem of low achievement;

g. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;

h. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement.

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. Will provide assistance to parents of pupils served by the school in understanding such topics as the State's academic content standards and State pupil academic achievement standards, State and local academic assessments, the requirements of this Policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;

b. Will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

c. Will educate teachers, pupil services personnel, Building Principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

e. The school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies by partnering in efforts to encourage and provide opportunities for parents to more fully participate in the education of their children.

f. 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. The evaluation will be conducted as follows:

- a. The evaluation will be conducted via a survey to be distributed to each parent and or via the district's website unless otherwise necessary.
- b. The evaluation will be conducted by the Office of Community Relations or designated office or administrator.
- c. Parents will be able to identify barriers to greater participation in parental involvement activities and to make corrective suggestions.

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 district will provide training, information, and support to parents to the extent feasible and appropriate to ensure success in the aforementioned areas.
3. 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, by providing training, information, and support to parents on ways in which they can improve academic achievement to the extent feasible and appropriate.
4. 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, by offering professional development that focus on implementing and coordinating parent programs and building ties between parents and schools as well as how to effectively communicate with parents.
5. 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, by establishing partnerships that provide parent enrichment opportunities to the extent feasible and appropriate.
6. 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:

- a. To provide information regarding parent programs, meetings, and other activities in various languages when possible.
- b. To utilize the Global Connect System to communicate information to parents via telephone in various languages.
- c. To utilize the individual translators during parent programs, meetings, and other activities.

The additional information outlined below lists and describes discretionary activities the school district, in consultation with its parents, may undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement:

- ___ Involving parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of that training;
- ___ Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- ___ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- ___ Training parents to enhance the involvement of other parents;

- ___ In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- ___ Adopting and implementing model approaches to improving parental involvement;
- ___ Establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- ___ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- ___ Providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

ADOPTION

This District-Wide Parental Involvement Policy has been developed jointly, and agreed on with parents of children participating in Title I, Part A programs. This Policy will be distributed to all parents of participating Title I, Part A children in an understandable and uniform format and, to the extent practicable, in a language the parents understand, at the beginning of each school year or when the child is determined eligible and begins participating in Title I, Part A programs.

United States Department of Education Non-Regulatory Guidance –
Appendix D-District-
Wide Parental Involvement Policy Adopted: 24 April 2011



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