

TITLE I PARENT INVOLVEMENT POLICY 2022-2023

SAYREVILLE PUBLIC SCHOOLS

Each school receiving funds under Title I, Part A, of the Elementary and Secondary Education Act, must develop a written school-parent involvement policy jointly with parents for all students participating in Title I, Part A activities, services and programs. That policy must comply with Section 1118(b) of the ESEA and shall describe the means for carrying out the requirements of subsections (c) through (f).

Sayreville Public Schools jointly developed this parental involvement policy in consultation with school personnel, community members and parents and adopted it on October 18, 2016. This policy was distributed to parents of participating children and to the extent practicable provided in a language parents can understand. This policy shall be made available to the local community by posting on the school district's website. This parent involvement plan will be updated annually to meet the changing needs of parents and the school district.

PART I. POLICY INVOLVEMENT

Sayreville Public Schools will:

- 1) Convene an annual meeting each fall to which parents of participating students shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved;
- 2) Offer a flexible number of meetings throughout the school year;
- 3) Involve parents, in an organized, ongoing, and timely way, in the planning, review and improvement of the district's Title I program, including the planning, review and improvement of the parent involvement policy.
- 4) Provide parents of participating students:
 - timely information about Title I programs.
 - A description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress and the proficiency levels students are expected to meet; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

PART 2. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Each school receiving funds under Title I, Part A. of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services and programs.

This is the Parent-Student-Teacher Compact in effect during the 2022 – 2023 school year:

ESSA TITLE I PARENT, TEACHER, STUDENT COMPACT

We, the parents of the Sayreville school community, establish this policy to foster the improvement of math and language arts skills, to support the academic success of our children. We believe this can be done through the cooperative efforts and a planned partnership of parents, students and teachers.

Parent's/Guardian's Responsibilities

We, as parents, will support our children's learning in the following ways:

- Make sure that our child attends school regularly, is on time, and is prepared to learn.
- Ask what skills our child is learning in classes each day.
- Engage in activities with our son/daughter that continues his/her classroom learning at home.
- Check that written and study homework is completed each day.
- Attend school activities and programs that are displays and/or applications of what my child is learning in school.

- Communicate frequently with our child’s teacher, through notes, conversation, Parent Portal, or email, about how well our child is doing.

Student’s Responsibilities

I will:

- Come to school on time and be ready to learn.
- Pay attention to my teachers and family when they are helping me with my schoolwork.
- Write down my homework assignments and make sure I bring home the books and materials needed to do them.
- Read at least 30minutes every day outside of school time.
- Complete my homework and remember to bring it to class.
- Ask for help from teachers and family members when it is needed.
- Show parents all my work and tests, returning them with their signatures, if my teachers request it.

Teacher’s Responsibilities

I will:

- Provide quality teaching and model behaviors for my students and their families.
- Communicate frequently with families about my students’ progress.
- Recognize that all students learn differently and employ varied instructional strategies.
- Use technology as an assessment and teaching tool.
- Provide frequent feedback to students about their academic progress and participation.
- Participate in meaningful professional development to enhance my instructional skills.

PART 3. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents and the community to improve student academic achievement, Sayreville Public Schools:

- 1) shall provide assistance to parents to understand such topics as the state’s academic content standards and State student academic achievement standards, state and local assessments; also monitor a child’s progress and work with educators to improve the academic achievement of their children;
- 2) shall provide materials and training to help parents work with their children to improve individual achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- 3) shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents and how to communicate and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school;
- 4) shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format that is practicable and in a language that parents can understand;
- 5) shall provide such other reasonable support for parental involvement activities under this section as parents may request;
- 6) may provide necessary literacy training from funds received under this part if the local education agency has exhausted all other reasonably available sources of funding for such training;
- 7) may train parents to enhance the involvement of other parents;
- 8) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

PART 4. ACCESSIBILITY

Sayreville Public Schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities and the parents of migratory children, including providing information and school reports in a format that is practicable and in a language that parents can understand.