

Sayreville Public Schools
Title I Parent Involvement District Policy
2011-2012

I. Opportunities for Title I parent involvement will include the following:

- A. Parents of students eligible for Title I services will receive a letter and/or telephone call prior to entrance into their school's program which includes the reasons for their child's inclusion and the program. At an annual Back-to-School Night held at each school in September, parents will be provided with information regarding the instructional objectives and methods, as well as an opportunity to provide input into planning future Title I projects.
- B. Academic Support Instruction (ASI) teachers will provide quarterly progress reports for the parents of students in ASI classes in Targeted Assistance Areas or grades 1-8. Parent conferences will be scheduled twice each year with both afternoon and evening sessions. During these conferences, samples of student work will be available for inspection and teachers will offer specific ways in which parents may help their children achieve course proficiencies.
- C. At least once a year, the parents of Title I students will be afforded the opportunity to meet with school personnel for the purposes of planning, consultation and evaluation to insure parental input with regard to opportunities for involvement throughout the year. This meeting will be open to all parents who wish to attend and will be held on Back-to-School Night.
- D. Provisions will be made, as far as practicable, for the translation of notices and progress reports when the need arises.
- E. A copy of this policy will be reviewed and disseminated annually, as well as the list of responsibilities for teachers, parents and students.
- F. The annual evaluation of the effectiveness of the Title I program will be included in the Report of Annual Yearly Progress presented at a public meeting of the Board of Education. Following the presentation, opportunities for parent and public input will be provided.
- G. Parents will be invited and encouraged to participate in a wide variety of activities which they can attend with and without their children such as the Family Literacy, Technology Programs as well as and numerous other grade appropriate activities specific to each Title I school.
- H. Copies of this policy will be distributed to all parents of students receiving Title I services.

II. Maintenance of Effort

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, Section 1120A(a) the Sayreville Board of Education will maintain a combined fiscal effort per student, or aggregate expenditures, of state and local funds with respect to the provision of the free public education in the Local Education Agency (LEA) for the preceding fiscal year that is not less than 90 percent of the combined fiscal effort per student, or the aggregate expenditures, for the second preceding fiscal year.

III. Comparability (with multiple schools)

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, Section 1120A(c), the Sayreville Board of Education directs the Superintendent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that the equivalence of personnel is ensured among schools.

IV. Comparability of Materials and Supplies

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, Section 1120A(c), the Sayreville Board of Education directs the Superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that the equivalence of such material is ensured among schools.

V. Title I Parent, Teacher Compact

Each year parents, teachers and students will sign an agreement to support the improvement of math and language arts skills of Academic Support Instruction (ASI) students. The following is a copy of that agreement for 2011-2012:

NCLB TITLE I PARENT, TEACHER STUDENT COMPACT FOR 2011-2012

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 will:

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

- 6) Communicate frequently with our child's teacher, through notes, conversation or email, about how well our child is doing.

Student's Responsibilities

I will:

- 1) Come to school on time and be ready to learn.
- 2) Pay attention to my teachers and family when they are helping me with my school work.
- 3) Write down my homework assignments and make sure I bring home the books and materials needed to do them.
- 4) Complete my homework and remember to bring it to class.
- 5) Ask for help from teachers and family members when it is needed.
- 6) Show parents all my work and tests, returning them with their signatures, if my teachers request it.

Teacher's Responsibilities

I will:

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

Student's Signature: _____ **School:** _____

Parent's Signature: _____ **Teacher's Signature:** _____