



**THE EWING PUBLIC SCHOOLS**  
**Ewing High School**

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**TO:** Ewing High School Families

**FROM:** Mr. Edward Chmiel, Principal

**DATE:** July 20, 2022

**Subject:** Title I, Part A, School-Parent Compact

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. Since Ewing High School has been designated a Title I School, below is the School-Parent Compact developed for the 2022-23 school year. As always, do not hesitate to contact me if you have any questions. Thank you.

**Title I, Part A, School-Parent Compact**

Ewing High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2022-23.

Ewing High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Engaging in a rigorous curriculum aligned to the New Jersey Student Learning Standards.
  - Receiving differentiated support and extension lessons to meet individual learning needs.
  - Attending a school environment that is safe, caring, and secure.
2. Provide parents with frequent reports on their children's progress, including semester report cards and mid quarter progress reports as needed.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents each day during their preparation period. Staff will make every effort to respond to parent communication within 24 hours.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, including volunteering with school activities or assemblies or helping to plan and/or facilitate school functions. It must be noted that the health and safety of all students will be the primary consideration when scheduling visitors or volunteers.

**The Ewing Public Schools**

*Providing a Foundation for Life*



### Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups.

### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

- Do homework every day and ask for help when needed.
- Read outside of school time each day.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

### Additional Required School Responsibilities

Ewing High School will:

1. Involve parents in the joint development and review of any school wide program plan, in an organized, ongoing, and timely way.
2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
3. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
4. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
5. Provide to each parent an individual student report about the performance of their child on the State assessment in at least Math and English Language Arts.
6. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2022).