



# Divine Redeemer School 2020 - 2021

## TITLE I

### PARENT / GUARDIAN HANDBOOK



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## Armstrong School District Title I Services

Title I is a federally funded project that provides supplemental reading instruction to eligible students in the elementary grades. Supplemental reading instruction from Title I teachers is available to all students in grades K through 6 who demonstrate a need for this instruction. Instruction includes intervention support in skill areas of phonemic awareness, phonics, word study, vocabulary, fluency, and comprehension. Title I instruction supplements and **does not replace** regular classroom instruction. The Title I teachers are certified reading specialists who work closely with classroom teachers to develop appropriate interventions. In the Armstrong School District, Title I services are provided as *Targeted Assistance Programs* in all elementary schools.

Title I instruction is part of the regular education program schedule and may take place in the regular classroom or in the Title I classroom.

In a *Targeted Assistance School* students are identified using multiple assessments. Title I teachers work with classroom teachers to provide supplemental reading instruction and interventions during the school day to eligible students. Reading instruction is based on the individual needs of the students.

Supplementary instruction may occur in small flexible groups that meet three to five times per week, one-on-one sessions, or in the whole class setting. Parents are kept informed of their children's progress through assessment and progress reports, and parent conferences. Parents are informed about the Title I Program through parent workshops, take-home information, the district website, and planning meetings. Parents are also informed of their children's progress through the electronic parent portal, which allows monitoring of their children's grades in real time. Those who do not have Internet access can request hard copies of the information on a regular basis.

All parents of Title I students have the opportunity to be involved in federal programs planning. Parents are invited to attend a fall Annual Title I Parent Meeting at your child's school to learn about Title I programs and share ideas for parent and family engagement projects. During this fall meeting, parents will be asked to review the School's Title I Parent and Family Engagement Plan, School Parent Compact, and School's Title I Transition Plan. Parents are asked to review and assist in designing strategies for increasing parental involvement. At the annual Title I District meeting, held in the spring, parents review the District Title I Parent and Family Engagement Policy and Title I Transition Plan.

If you would like more information about Title I programs or would like to add parent input to our program, please contact Dr. Cheryl Soloski, Assistant Superintendent at 724-548-6026 or [CSoloski@asd.k12.pa.us](mailto:CSoloski@asd.k12.pa.us).

## Title I Assessment Descriptors

Students who receive Title I services are administered various reading assessments. The results of these assessments are used by teachers to plan effective reading instruction to increase students' reading achievement. Results of these assessments are shared with parents/guardians. Following is a description of the various assessments used by the reading specialists.

### **A. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** **(Grades K-6)**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Basic Early Literacy Skills include the following:

***Phonemic Awareness:*** Hearing and using sounds in spoken words

***Phonics:*** The system of letter-sound relationships that serves as the foundation for decoding words in print

***Alphabetic Principle and Basic Phonics:*** The concept that printed letters correspond to the sounds of spoken words. Knowing the most common sounds of consonants and vowels and sounding out phonetically regular vowel/consonant and consonant/vowel/consonant words

***Advanced Phonics and Word Attack Skills:*** Knowing all of the sounds for letters and letter combinations and sounding out written words

***Accurate and Fluent Reading of Connected Text:*** Reading stories and passages easily and confidently with few mistakes

***Vocabulary and Language Skills:*** Understanding and correctly using a variety of words

***Reading Comprehension:*** Understanding what is read

### **Description of Individual Dibels Next Assessments**

#### **First Sound Fluency (FSF) (Kindergarten)**

First Sound Fluency is a measure of phonological awareness that assesses a child's ability to recognize and produce the sound in an orally presented word. The teacher says words and the student says the first sound for each word.

### Letter Naming Fluency (LNF) (Grades K and 1)

Letter Naming Fluency is a measure of letter naming proficiency. Students are presented with a page of upper and lower case letters arranged in a random order and are asked to name as many letters as they can in one minute.

### Phoneme Segmentation Fluency (PSF) (Grades K and 1)

Phoneme Segmentation Fluency is a measure of phonological awareness that assesses a student's ability to segment (break apart) words that contain three or four phonemes (individual sounds). In this task, the teacher says, "sat" and the student says, "/s/ /a/ /t/ ". Phoneme segmentation is a strong predictor of later reading achievement.

### Nonsense Word Fluency (NWF) (Grades K and 1)

Nonsense Word Fluency is a test of alphabetic principle (letter-sound correspondence and the ability to blend letters into words). In this task students are presented with a series of words with a vowel/consonant/vowel pattern and are asked to verbally produce the word or the distinct sounds that make up the word. An example of a nonsense word is "rav".

### Dibels Oral Reading Fluency (DORF) (Grades 1 – 3)

Oral Reading Fluency is a test of accuracy and fluency with connected text. Students are asked to read a series of grade level passages. Teachers collect information regarding the number of words that a student correctly reads in one minute.

### Daze (Grades 3-6)

In the Daze comprehension assessment, the student is presented with a reading passage where some words are replaced by a multiple choice box that includes the original word and two distracters. The student reads the passage silently and selects the word in each box that best fits the meaning.

## **B. Quick Phonics Screener (K-4)**

The Quick Phonics Screener (QPS) is a phonics assessment that can be used to diagnose students' strength and instructional needs in phonics and decoding skills. Teachers use this information to make instructional decisions and monitor their progress at different times across the school year. Reading specialists use a variety of phonics assessments to gauge students' level of phonics skills.

### **C. Running Records (K-3)**

The Running Record is a tool that helps teachers identify patterns in students' reading behaviors. These patterns allow a teacher to see the strategies (i.e. re-reading, word substitutions) students use to make meaning of individual words or texts as a whole. During this assessment, students read aloud and the teacher closely observes what students do and say as they read.

### **D. Qualitative Reading Inventory (QRI) (Grades 1-6)**

The QRI is a reading assessment that is comprised of both fiction and non-fiction passages and graded word lists. The QRI assesses students' reading abilities related to oral and silent reading and listening comprehension. Students respond by retelling or answering questions after reading. Comprehension is measured by analyzing students' responses.

### **E. Group Reading Assessment and Diagnostic Evaluation (GRADE)**

The GRADE assessment is a diagnostic reading assessment that determines what reading skills students have mastered and where students need instruction or supplemental reading interventions. Reading skills such as phonemic awareness, phonics, vocabulary, fluency, and reading/listening comprehension are assessed. Results of this assessment are used to pinpoint students' strengths and weaknesses to plan targeted reading intervention support.

### **F. Wilson Assessment for Decoding and Encoding WADE (Grades 2 -6)**

The WADE assessment is used with the Wilson Reading Program. The assessment is used to evaluate students' mastery of reading skills and assesses their ability to independently apply decoding and encoding skills. Decoding is the process of sounding out words in text. Encoding is the process of using letter/sound knowledge to write words.

# **Title I Reading Intervention Programs**

## **Leveled Literacy Intervention (Grades K – 4)**

The Fountas and Pinnell Leveled Literacy System (LLI) is a small group supplementary intervention designed for primary students who find reading and writing difficult. LLI is designed to help students reach grade level in 14 – 18 weeks of systematic intervention support. Leveled books are a key component in this program and are used to help children become competent readers and writers.

## **Wilson Foundations (K-3)**

Wilson Foundations is a systematic word study, spelling, and phonological/phonemic awareness program. Foundations is based on the Wilson Reading System principles and serves as a prevention program to reduce reading and spelling failures. Wilson Reading Program, based on Orton Gillingham multi-sensory philosophy, provides a plan in which students receive instruction in learning to hear sounds, manipulating color-coded sound, syllable and word cards; performing finger-tapping exercises to assist in phonemic awareness; writing dictated words and sentences; reading aloud; and paraphrasing selections they read, and which are read to them. The unique sound tapping system helps students learn to differentiate the phonemes in a word in order to apply the decoding and encoding skills learned.

## **Lexia Reading/Core 5 (Grades K – 6)**

Lexia Reading is a supplementary software program designed to help students acquire and improve basic reading skills. The program provides independent practice in phonological awareness, phonics, word recognition, and comprehension. It is recommended that students use the program for 30 minutes per week depending on the skill level of the student.

## **Wilson Reading Program (Grades 3 –6)**

The Wilson Reading Program provides extensive instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. It serves as an intervention to assist students in grades 3 –6 learn the structure of words and language by directly instructing them to decode and encode (spell) fluently. Wilson Reading Program, based on Orton Gillingham multi-sensory philosophy, provides a plan in which students receive instruction in learning to hear sounds, manipulating color-coded sound, syllable and word cards; performing finger-tapping exercises to assist in phonemic awareness; writing dictated words and sentences; reading aloud; and paraphrasing selections they read, and which are read to them. The unique sound tapping system helps students learn to differentiate the phonemes in a word in order to apply the decoding and encoding skills learned.

In addition to providing targeted instruction in the area of phonemic awareness, the Wilson Reading Program also focuses on phonics. Instruction begins with the presentation of initial phonemes, short vowels, and consonants. Progression to multiple sounds evolves and students

learn sight words from lists that correspond with each lesson. In order to build fluency, students read and reread word lists, sentences, and decodable stories. Vocabulary words are introduced in isolation and used in cumulative review sessions. Comprehension is taught through visualization techniques that students use during reading from controlled text. By breaking the story into smaller units, teachers show students how to link words to prior knowledge using the think aloud strategy.

### **CARS/STARS (Grades K – 6)**

CARS & STARS is a powerful combination of assessment and instruction that works effectively together to improve every student's reading comprehension. This reading intervention program provides direct instruction and practice opportunities in key components of reading comprehension. The 12 core comprehension strategies (i.e. main idea, locating details in text, drawing conclusions and inferences) are assessed and specific lessons are provided to help build students' comprehension skills using fiction and non-fiction passages.

### **Reading Excellence: Word Attack and Rate Development Strategies (REWARDS) (Grades 3 – 6)**

REWARDS is an intense short-term intervention reading program that is specifically designed for students in grades 4-6 who have mastered basic phonics skill, but lack the fluency to read extended passages. REWARDS provides direct instruction for decoding multi-syllable words in order to build reading accuracy and fluency. The lessons are explicit, yet flexible, with a high level of teacher/student interaction. The program is designed to teach a flexible strategy that is easily remembered and applied by students, allowing them to decode words up to eight parts. Students are taught to move from overt (circling and underlining word parts and vowel sounds) to covert (recognizing word parts and vowel sounds). Students also develop fluency skills by reading passages and charting words per minute.

### **Visualizing and Verbalizing for Language Comprehension and Thinking and Seeing Stars (Grades 4 – 6)**

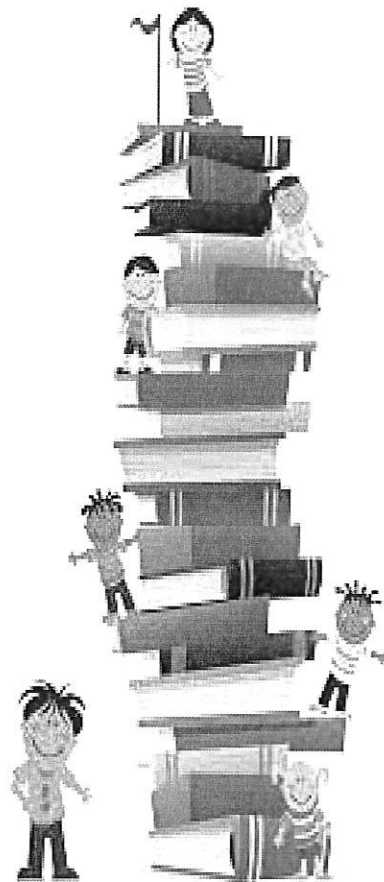
*The Visualizing and Verbalizing Program (V/V)* is a program designed to develop students' comprehension skills by promoting their use of concept imagery. Students who have difficulty with oral or written language expression and have weak reading comprehension skills may benefit from this program. The V/V Program improves students' language comprehension, reasoning for critical thinking, expressive language skills, and writing skills. V/V utilizes an imaging process that moves from smaller units of language to larger units of language (i.e word, sentence, paragraph).

*Seeing Stars* is a supplemental intervention program designed to instruct and improve students' phonemic awareness, sight word knowledge, phonics, fluency, and spelling through the development of symbol imagery (the ability to visualize letters in words). The instructional sequence includes practice activities to assist students in visualizing letters, syllables, sight words, spelling patterns, and affixes. The kit includes consonant and vowel cards, syllable cards for single and multi-syllable words, vocabulary lists, and spelling charts.

Instructional Resources to support independent reading opportunities for students:

**Reading A-Z (Grades 1 – 3)**

Reading A-Z is a program that provides reading stories at different grade levels to promote independent reading. The stories are both fiction and non-fiction. Non-fiction stories contain factual information. These stories are on a variety of interesting topics.



## **Kindergarten & Grades 1 & 2: Title I Reading Intervention Program**

Title I Intervention provided at the Kindergarten & Grades 1 & 2 levels consists of small group and individual instruction to promote Early Literacy Development. Students are identified by classroom teachers and reading specialist for intervention through the use of multiple assessment tools. Kindergarten & Grades 1 & 2 assessment tools may include the following:

- DIBELS Next
- Beginning of Year and End of Year Benchmark Assessments (SuperKids)
- Quarterly Skills Progress Assessments (SuperKids)
- SuperKids Decodable Words
- Quick Phonics Screener
- Leveled Literacy Intervention Benchmark Assessments

In addition, classroom grades are examined to identify students who are in need of supplemental reading instruction.

Identified students work with the Title I teacher to develop phonological awareness through rhyming activities, practice in segmenting, blending and deletion of phonemes (sounds); and exposure to rich, quality literature. Students are given direct instruction in phonics (sound-symbol relationships) and word study, high frequency words, fluency, vocabulary, and reading and listening comprehension.

Students are encouraged to read many books during these early literacy years to apply their reading skills. Parents can support the reading achievement of their child by asking him/her about the books they are reading. Encourage your child to read at least 20 minutes each night. Children are eager to share the books they are reading and this sharing opportunity helps children learn to love books and find joy in reading.

Classroom teachers and Title I reading specialists meet on a regular basis to discuss the reading progress of students who receive Title I supplemental reading services.

## **Grades 3 – 6: Title I Reading Intervention Program**

Title I Intervention provided at the Grade 3 – 6 levels consists of small group and individual instruction to promote reading and language skills. Students are identified by classroom teachers and reading specialist for intervention through the use of multiple assessment tools. Grade 3 - 6 assessment tools may include the following:

- DIBELS Next DAZE
- National Geographic Reading Benchmarks/Assessments
- Quick Phonics Screener
- Leveled Literacy Intervention Benchmark Assessments

Identified students work with the Title I teacher to develop advanced decoding skills, oral reading fluency, comprehension, vocabulary, test taking skills, writing skills, and content area reading skills.

Students in grades 3 – 6 spend more time reading silently so a focus of the Title I program in these grade levels is to provide direct instruction in reading comprehension. Title I reading specialists use reading interventions that support students' ability to successfully use comprehension skills such as finding the main idea, locating details in the story, and understanding how the text is structured and sequenced. In addition, there is a focus on broadening the students' vocabulary skills. Title I teachers encourage students to read a variety of fiction and non-fiction stories. Title I teachers also teach students how to read more difficult science and social studies textbooks by sharing strategies that students can successfully use.

Classroom teachers and Title I reading specialists meet on a regular basis to discuss the reading progress of students who receive Title I supplemental reading services.

## Title I Student Selection

In a *Targeted Assistance Program*, Title I students are selected to receive supplemental reading interventions based on multiple assessment criteria.

Students will enter and exit the Title I program using assessment criteria that has multiple data points—either repeated testing of a single measure (i.e. January-Spring-Fall DIBELS) or a combination of more than one assessment (i.e. DIBELS and LLI and running record). Students will be scheduled for services based on need—those most in need will be scheduled first.

Parents will receive a letter indicating that their child is eligible for Title I supplemental reading instructional support. In addition, parents will receive the results of initial and progress monitoring reading assessments. Two way communication between the Title I reading specialist and parents/ guardians is fostered through parent phone calls, email communication, and face-to-face conferences. Reading specialists will communicate with parents/guardians on a frequent basis to share students' progress in reading achievement.



## Kindergarten Title I Student Eligibility Criteria 2020-2021

*\*Note – For the start of 20-21, all students in Title I at the time of the COVID-related school closure were invited to participate in the program.\**

### Round 1 (Beginning of School Year)

#### DIBELS

First Sound Fluency  
(Beginning sounds produced after hearing a word)

Standard	Score
Core	10+
Strategic	5-9
Intensive	0-4

Letter Naming Fluency

Letter Identification Assessment  
Capital Letters  
Lowercase Letters

Standard	Score
Core	21-26
Strategic	13-20
Intensive	0-12

DIBELS Composite

Standard	Score
Core	26+
Strategic	13-25
Intensive	0-12

#### **Title I Eligibility Criteria**

- |                             |  |
|-----------------------------|--|
| 1. First Sound Fluency      | Strategic or Intensive                     |
| 2. Letter Naming Fluency    | Below 10                                   |
| 3. Letter Identification    | Strategic or Intensive                     |
| 4. DIBELS Composite         | Strategic or Intensive                     |
| 5. Head Start Participation | Automatically Qualify for Title I Services |
| 6. Homeless Students        | Automatically Qualify for Title I Services |

**Round 1** – Students who score in the eligibility range in at least 3 of the 4 categories are eligible for Title I Services.

**Round 2** – Throughout the school year, classroom based, benchmark and universal screening assessment data continues to be analyzed. Classroom reading grades (C or lower/S, H, or U) and strategic and intensive intervention ranges on the First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, and Letter Identification mid-year assessments will be used to determine Title I eligibility.

**Exit Criteria** – Students will exit Title I services when they have achieved core standards.

# First Grade Title I Student Eligibility Criteria 2020-2021

*\*Note – For the start of 20-21, all students in Title I at the time of the COVID-related school closure were invited to participate in the program.\**

## Round 1

### DIBELS (EOY Kindergarten)

Nonsense Words – CLS  
(Sounds made in a minute)

Standard	Score
Core	28
Strategic	15-27
Intensive	0-14

Nonsense Words – WWR  
(Nonsense words read in a minute)

Standard	Score
Core	1+
Intensive	0

Phoneme Segmentation (PSF)

Standard	Score
Core	40+
Strategic	25-39
Intensive	0-24

Letter Naming Fluency

DIBELS Composite

Standard	Score
Core	119+
Strategic	89-118
Intensive	0-88

### Kindergarten Reading Grade (P or IN)

#### **Title I Eligibility Criteria**

- |                               |  |
|-------------------------------|--|
| 1. Nonsense Words – CLS       | Strategic or Intensive                     |
| 2. Nonsense Words – WWR       | Strategic or Intensive                     |
| 3. Phoneme Segmentation       | Strategic or Intensive                     |
| 4. Letter Naming Fluency      | Less than 40 Correct Letters               |
| 5. DIBELS Composite           | Strategic or Intensive                     |
| 6. Kindergarten Reading Grade | P or IN                                    |
| 7. Homeless Students          | Automatically Qualify for Title I Services |

**Round 1** – Students who score in the eligibility range in at least 4 of the 6 categories are eligible for Title I Services.

**Round 2** – Throughout the school year, classroom based, benchmark, and universal screening assessment data continues to be analyzed. Classroom reading grades (P or IN) and strategic and intensive intervention ranges on the Nonsense Word Fluency – CLS and Nonsense Word Fluency – WWR mid-year assessments will be used to determine Title I eligibility.

**Exit Criteria** – Students will exit Title I services when they have achieved core standards.

## Second Grade Title I Student Eligibility Criteria 2020-2021

*\*Note – For the start of 20-21, all students in Title I at the time of the COVID-related school closure were invited to participate in the program.\**

### Round 1

#### DIBELS (EOY First Grade)

Nonsense Words – CLS  
(Sounds made in a minute)

Standard	Score
Core	58+
Strategic	47-57
Intensive	0-46

Nonsense Words – WWR  
(Nonsense words read in a minute)

Standard	Score
Core	13+
Strategic	6-12
Intensive	0-5

Oral Reading Fluency (ORF)  
(Words correct per minute – WCPM)

Standard	Score
Core	47+
Strategic	32-46
Intensive	0-31

Oral Reading Accuracy (%)  
(Percent of words correct)

Standard	Score
Core	90% +
Strategic	82-89%
Intensive	0-81%

DIBELS Composite

Standard	Score
Core	155+
Strategic	111-154
Intensive	0-110

#### First Grade Reading Grade (S, H, or U)

#### **Title I Eligibility Criteria**

- |                               |  |
|-------------------------------|--|
| 1. Nonsense Words – CLS       | Strategic or Intensive                     |
| 2. Nonsense Words – WWR       | Strategic or Intensive                     |
| 3. Oral Reading Fluency (ORF) | Strategic or Intensive                     |
| 4. Oral Reading Accuracy (%)  | Strategic or Intensive                     |
| 5. DIBELS Composite           | Strategic or Intensive                     |
| 6. First Grade Reading Grade  | S, H, or U                                 |
| 7. Homeless Students          | Automatically Qualify for Title I Services |

**Round 1** – Students who score in the eligibility range in at least 4 of the 6 categories are eligible for Title I Services.

**Round 2** – Throughout the school year, classroom based, benchmark, and universal screening assessment data continues to be analyzed. Classroom reading grades (S, H, or U) and strategic and intensive intervention ranges on the Nonsense Word Fluency – CLS and Nonsense Word Fluency – WWR mid-year assessments will be used to determine Title I eligibility.

**Exit Criteria** – Students will exit Title I services when they have achieved core standards.

## Third Grade Title I Student Eligibility Criteria 2020-2021

*\*Note – For the start of 20-21, all students in Title I at the time of the COVID-related school closure were invited to participate in the program.\**

### Round 1

#### DIBELS (EOY Second Grade)

Oral Reading Fluency (ORF)  
(Words correct per minute – WCPM)

Standard	Score
Core	87+
Strategic	65-86
Intensive	0-64

Oral Reading Accuracy (%)  
(Percent of words correct)

Standard	Score
Core	97% +
Strategic	93-96%
Intensive	0-92%

DIBELS Composite  
(EOY 2<sup>nd</sup> Grade)

Standard	Score
Core	283-583
Strategic	180-237
Intensive	0-179

National Geographic Learning  
Reading Placement Test

Standard	Score
Above Grade Level	701-850
On Grade Level	551-700
Below Grade Level	0-550

#### Second Grade Reading Grade (S, H, or U)

### Title I Eligibility Criteria

- |   |  |
|---|--|
| 1. Oral Reading Fluency (ORF)                             | Strategic or Intensive                     |
| 2. Oral Reading Accuracy (%)                              | Strategic or Intensive                     |
| 3. DIBELS Composite                                       | Strategic or Intensive                     |
| 4. Second Grade Reading Grade                             | S, H, or U                                 |
| 5. National Geographic Learning<br>Reading Placement Test | Below Grade Level                          |
| 6. Homeless Students                                      | Automatically Qualify for Title I Services |

**Round 1** – Students who score in the eligibility range in at least 4 of the 5 categories are eligible for Title I Services.

**Round 2** – Throughout the school year, classroom based, benchmark, and universal screening assessment data continues to be analyzed. Classroom reading grades (S, H, or U) and strategic and intensive intervention ranges on the DAZE mid-year assessments will be used to determine Title I eligibility.

**Exit Criteria** – Students will exit Title I services when they have achieved core standards.

## Fourth, Fifth, and Sixth Grade Title I Student Eligibility Criteria 2020-2021

*\*Note – For the start of 20-21, all students in Title I at the time of the COVID-related school closure were invited to participate in the program.\**

### Round 1

- |   |   |
|---|---|
| 1. DIBELS DAZE  | Strategic or Intensive                        |
| 2. ACT Aspire   | Close or In Need of Support                   |
| 3. Reading Grade (Previous Year)                          | C or lower/S, H, or U                         |
| 4. National Geographic Learning<br>Reading Placement Test | Below Grade Level                             |
| 5. Homeless Students                                      | Automatically Qualify for Title I<br>Services |

**Round 1** – Students who score in the eligibility range in at least 3 of the 4 categories are eligible for Title I Services.

**Round 2** – Throughout the school year, classroom based, benchmark, and universal screening assessment data continues to be analyzed. Classroom reading grades (C or lower) and strategic and intensive intervention ranges on the DAZE mid-year assessments will be used to determine Title I eligibility.

**Exit Criteria** – Students will exit Title I services when they have achieved core standards.

# Title I Parent and Family Engagement

## *Overview and Communication Opportunities*

Parents/guardians are an important part of the Title I program and are partners with the school in helping students achieve success. Armstrong School District recognizes that academic success is positively impacted when parents/guardians become involved in their child's education. Our staff is committed to partnering with parents/guardians to work together to improve student achievement.

*The District and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand. (20 U.S.C. 6318, Policy 138)*

Armstrong School District's goal is to provide an academic program of the highest quality for our students. We endeavor to help all children meet proficient and advanced levels in literacy. A critical component to our students' success is the on-going support and participation of our parents/guardians. We define parent and family involvement as an on-going process that assists families to meet their basic obligation as their children's first educators, promotes clear two-way communications between home and school and supports parents as leaders and decision makers at all levels concerning the education of their children. It is our intention that this document will focus and refine our efforts in the area of parent involvement.

### **Communications:**

- The school calendar is available on the Divine Redeemer School website.
- The Parent and Family Engagement Policies – both District and School Level Plans have been developed with parent participation, will be on file in the schools, and will be distributed to parents as part of the Title I Parent Information Packet during the Annual Title I Parent Meeting that is held in the fall.
- Title I program and parent information will be located on Divine Redeemer's website.
- Parents will be invited to meet the Title I staff at the elementary Back to School opportunities or during another designated time. During this Annual Title I Parent meeting, parents receive information regarding PA Academic Standards, assessments, and Title I programs and reading interventions.
- Parents will be invited to attend regular classroom Back to School opportunities to learn about the grade level curriculum. A publication entitled, Curriculum Highlights, provides parents with an overview of the grade level curriculum. This resource is located on the District's website under the Parents/Students tab. Curriculum maps for each subject and grade level are available on the District's website under the Academics tab. Hard copies of these resources are available by request.
- Parent-teacher conferences will be held twice each school year to discuss student assessment results and reading progress. Day and evening hours may be offered to accommodate family schedules. Please communicate with both classroom and Title I teachers when scheduling.
- Formal assessment results will be distributed directly to parents as those results are received. Title I letters will be sent home to all eligible students.

- Title I progress reports will be provided throughout the year.
- Fall, winter, and spring individual student assessment data will be sent home on a timely basis.
- If needed, parents will be invited to attend collaborative parent/teacher team meetings to discuss their child's progress and reading achievement.
- Dates and times for parent meetings and workshops will be announced through Title I parent communication.

#### **Parent Education/Support:**

- Parent volunteers are strongly encouraged. Volunteer opportunities may include classroom guest readers, field trip chaperones, and PTA participation. Contact your school or reading specialist to learn about other opportunities.
- Back to School Nights provide parents/guardians with information about the District's curriculum, instruction, and assessments.
- School based Title I parent workshops are available on a variety of topics chosen by Title I parents/guardians.
- School based parent resource centers house materials and resources designed to support reading achievement. This lending library of resources can be checked out by parents and used in the home.
- District parent information sessions are offered on a variety of topics each year. Parent brochure is on District website under Parent/Student tab under Parent Workshops.
- The spring parent meeting will include a parent planning component and Title I evaluation for the following year's Title I Program.
- Parents will be provided resources from:  
<http://www2.ed.gov/about/pubs/intro/index.html>. These will enable them to help their children with academics at home. Parents can also utilize the SPAC's (State Parent Advisory Council) website, [www.miu4.k12.pa.us](http://www.miu4.k12.pa.us), as a resource for improving academic achievement.
- Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare or home visit expenses to enable parents to participate in school-related meetings and training sessions.

#### **Community Outreach:**

- Armstrong School District Elementary Schools collaborate with the Community Libraries to encourage lifelong family reading habits through participation in the Library's many quality programs including the summer reading program.
- Representatives of preschool programs operating within the district will be invited to an annual fall evening meeting. This transition meeting will focus on student and curricular needs for both the preschool and kindergarten programs

#### **Feedback/Indicators:**

- Parent participation in Title I sponsored events will be documented.
- Parent Surveys will be administered once a year and results will be used for ongoing program review.

- Annual review of the Parent and Family Engagement Policy will enable the parent planning committee the opportunity for direct input in the areas of communications, community outreach, parental support, parent feedback, and home/school partnerships.

#### **Staff Training for Successful Home/School Partnerships:**

- Staff participation in Title I district and state workshops, intermediate unit conferences, and inter-district collaboration will provide models of effective strategies for building and maintaining productive working relationships with families.
- E-mail communications are encouraged to support parent/teacher partnerships.

#### **Parents Right to Know**

As a Title I school, Divine Redeemer (and Armstrong School District) must meet federal regulations related to teacher qualifications as defined in ESSA. These regulations allow parents to learn more about your child's teachers' training and credentials. The District will provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

The Parents Right to Know letter is included in this Handbook on page 20.

#### **District Parent and Family Engagement Policy**

District Policy 923 outlines how the District will support and foster parent and family engagement opportunities. The District policy is included in this Handbook on pages 25-32.

# THE DIVINE REDEEMER SCHOOL

726 Fourth Avenue Ford City, PA 16226 724-763-3761  
www.divineredeemer.org

September 10, 2020

Dear Parent(s)/Legal Guardian(s):

Your child attends Divine Redeemer School which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Divine Redeemer School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additionally right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include:
  - Subject matter tested,
  - Purpose of the test,
  - Source of the requirement (if applicable),
  - Amount of time it takes students to complete the test, and
  - Time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania requirements.

Sincerely,  
Mr. Thomas Dinga  
Principal

# Annual Title I Parent Meeting

## ***Title I Parent Involvement Background***

ESSA defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school
- 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
- that other activities are carried out as described in section 1118 of the ESEA, Parental Involvement. [Source: Section 9101(32), ESEA]

## ***The Annual Title I Parent Meeting***

Each school that receives Title I funds must hold an annual meeting for parents of participating children. In a *Targeted Assistance* Title I school, the meeting includes parents of children identified or eligible for Title I academic intervention services.

Besides providing a chance to get to know the parents, the meetings must be used to give parents information on the Title I program and provide parents opportunities to become involved with the school. These opportunities can include parenting trainings/ workshops, parent-teacher meetings, parent advisory councils, classroom/building volunteering, and other appropriate and meaningful activities.

During the Annual Title I Parent meeting, parents will review each of the following documents: 1) school level parent involvement policy/plan, 2) parent-school compact, 3) School Title I Transition Plan.

During this meeting, parents will learn about opportunities to be engaged in their child's education at many levels such as:

- Opportunities for the Title I parent to help their child at home  
(ex: providing a quiet place for homework, getting kids to school on time)
- Opportunities to be involved in school-based activities  
(ex: tutoring, classroom volunteers, mentors, etc.)
- Opportunities for Title I parents to become active partners with the school policy and compacts and participate in the annual evaluation of the Title I program.

During the meetings parents complete a survey and contribute ideas regarding how they want their Title Parent and Family Engagement money to be spent at the school level.

Parents who are unable to attend the meeting are asked for feedback using a variety of communication methods including email, surveys, and phone calls to provide feedback/input into the parent involvement plans and compacts. Final versions of these documents will be disseminated using backpack mail, website, and Back to School meetings.



## **Title I Parent Resource Center**

Each Title I school has a lending library center. This center has various games, books, take home packets, and literacy activities that parents can sign out and use at home with their child. Each year the reading specialists in each school showcase the items that are available for parents in the resource center. Parents are welcome to share ideas about additional resources that can be purchased for the resource center. Please see your child's reading specialist for more information. In addition, parents can request literacy activities and information from the Midwestern IU4 Parent Resource Center. A simple form can be completed to request these materials and resources. The form is available on the Armstrong School District website under Departments/Title I/Parent Resource Center/Title I Parent Resource Center Order Form. It is also sent home via backpack mail.



## **Title I Parent/School Compact**

The Parent School Compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (ESSA, Section 1116(d)).

In order to develop and maintain positive communication and partnerships, each school develops a Parent/School Compact. This document outlines expectations for teachers, parents, and students to increase academic achievement. In the fall of each year, Title I teachers and parents of students receiving Title I services review and revise the Parent/School Compacts. The Compacts are disseminated to parents/guardians receiving Title I supplemental instructional services and are posted on the District and school websites.



## **Title I District Parent and Family Engagement Policy**

### **STATEMENT OF PURPOSE**

The Armstrong School District is committed to providing a quality education for every child in the district. When schools and parents form strong partnerships, all children's potential for academic success improves significantly.

The Armstrong School District will include parents in all aspects of the District's Title 1 Program, following all requirements of the Title 1 regulations. The responsibility and accountability for implementing the district-Wide Title 1 Parent and Family Engagement procedures will be shared among the District Title 1 office, the local Title 1 schools, the parents and the community.

Activities and procedures shall be planned and implemented, using meaningful consultation with parents of the Title 1 children.

The Title 1 Parent and Family Engagement procedures will be developed, with help from and distributed to, parents in Title 1 schools. These procedures will be incorporated into the Armstrong School District Title 1 plan.

## **COMPONENTS OF THE PROCEDURE**

Parents will give input and be involved in the development of the Title 1 Plan and will be a part of the school review and school improvement procedures.

The Armstrong School District's Title 1 Parent and Family Engagement program will build the local school's capacity for strong parent participation. It will provide coordination, support and technical assistance to each Title 1 School in their planning and implementation of an effective Parent and Family Engagement program.

The Armstrong School District's Title 1 Parent and Family Engagement program will integrate and coordinate with other programs such as ARIN, Head Start, Even Start and other state run preschool programs

The Armstrong School District's Title 1 Parent and Family Engagement program will conduct an annual evaluation, with parental input, to measure the effectiveness of the procedures of the Parent and Family Engagement program. Barriers to parents who are economically disadvantaged, disabled, have limited English proficiency, are limited in literacy skills, or are part of an ethnic/minority background, will be identified to ensure greater parent participation in school activities. If necessary, after review of the findings of the evaluation, procedures will be revised.

## **SCHOOL SUPPORT PROCEDURES**

The Armstrong School District Title 1 Staff and the Title 1 Schools will work jointly to ensure effective involvement of parents. They will support partnerships among schools,

parents and the communities to improve student achievement. A variety of strategies will be used. Those strategies include: School Parent and Family Engagement policy; an annual meeting with flexible times and locations; staff and parent training which would include planning, preparing, informing and doing; consultation, communication in a form and language that can be understood; school/parent compacts; parent literacy opportunities; workshops on parenting skills; community and business involvement; surveys, evaluation and other ideas as stated in the Armstrong School District's Title 1 Parent and Family Engagement Program Plan.

Parents may request information regarding the professional qualifications of their child's Title 1 teacher who provide instructional services.



## **Title I Annual Evaluation**

### ***Purpose***

The purpose of the Title I Annual Evaluation is to formally meet with stakeholders (parents, classroom teachers, principals) to discuss the effectiveness of the Title I program by reviewing student achievement data, program delivery, and parents' evaluations and recommendations. The Annual Title I Evaluation in the Armstrong School District occurs during the spring term.

### ***District Level Title I Parent Meeting***

A District level meeting with parents of Title I students is held at the annual Family Fun Night to gather information regarding the effectiveness of the Title I program. During this formal meeting, typically in April, parents discuss the effectiveness of the Title I program and offer suggestions for ways to improve the Title I program, its delivery of services, and parent involvement opportunities. During this meeting, parents design the District Parent and Family Engagement Policy for the upcoming school year. The District and parents of students participating in the Title I programs shall jointly develop and agree upon this written parent involvement policy. Parent feedback is also solicited from the district's website.

### ***School Level Title I Parent Meeting***

Reading specialists meet with Title I parents in the spring term, typically in May, to evaluate Title I services and the district's and school's parent involvement policies. Input from parents at the school level is gathered using face-to-face meetings, surveys, phone calls, and postings on the school's website. Information gathered during this spring evaluation with Title I parents is used to make modifications, revisions, or enhancements to Title I parent involvement opportunities, policy, and programs.

### ***School Level Title I Meeting with Building Administrator and Teachers***

Each Title I school reviews achievement data annually, typically in May, to assess the effectiveness of its Title I program. Those attending this annual evaluation include Title I teachers, classroom teachers, and building administrators who decide what is effective and what needs to be changed. Feedback from Title I parents is reviewed and used to make modifications and/or changes to the program delivery and parent involvement opportunities for the upcoming school year.

Once all feedback regarding the evaluation of the Title I program is gathered from Title I parents, classroom teachers, and building principals utilizing both district and school level opportunities, reading specialists come together to share data and information. The information gathered from Title I parents during both district and school level meetings, as well as survey data, informs the design of the District Title I Parent and Family Engagement Policy.

## *Summary of Annual Evaluation Timeline*

### *April*

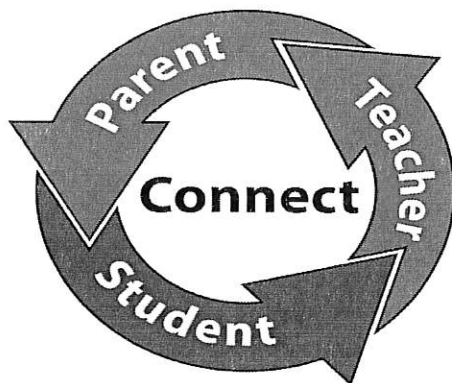
District Level Title I Parent Meeting to review District Title I Parent and Family Engagement Policy and evaluate Title I program effectiveness. Suggested revisions are incorporated and a revised policy is placed on agenda for board approval.

### *May*

School level meetings with Title I Parents to provide input into the District and School level Parent and Family Engagement Policies and evaluate Title I program effectiveness

School level meetings with building administrators, reading specialists, and classroom teachers to review student achievement data, parents' evaluation, and strengths and weaknesses of the Title I program. During this meeting, recommendations for program enhancements, based on a careful analysis of all data and information, are discussed and put into place for the following school year.

Collaboration and information sharing among the school level and district level personnel regarding parent involvement policies and program enhancements.





## **Title I Parent Complaint Procedures 2020-2021**

### **Introduction**

On December 10, 2015 a new Federal education law was signed by the President. This law, the Every Student Succeeds Act (ESSA), requires schools that receive federal Title IA funding adopt written procedures for resolving complaints filed.

### **Definition**

A "complaint" is a written, signed statement filed by an individual or an organization. It must include:

- a) A statement that a school has violated a requirement of federal statute or regulation that applies to Title IA.
- b) The facts on which the statement is based.
- c) Information on any discussions, meetings or correspondence with a school regarding the complaint.

### **Complaint Resolution Procedures**

- 1) **Referral** – Complaints against schools should be referred to the District's Federal Programs Office:

**Dr. Cheryl Soloski, Assistant Superintendent**  
**181 Heritage Park Drive, Suite 2**  
**Kittanning, PA 16201-7025**  
**cas@asd.k12.pa.us**  
**724-548-6026**

- 2) **Notice to School** – The Federal Programs Office will notify the school Superintendent and Principal that a complaint has been received. A copy of the complaint will be given to the Superintendent and Principal with directions given for the Principal to respond.

- 3) **Investigation** – After receiving the Principal's response, the Federal Programs Office, along with the Superintendent, will determine whether further investigation is necessary. If necessary, the Federal Programs Director and the Superintendent may do an onsite investigation at the school.

4) **Opportunity to Present Evidence** – The Federal Programs Director may provide for the complainant and the Principal to present evidence.

5) **Report and Recommended Resolution** – Once the Federal Programs Director has completed the investigation and the taking of evidence, a report will be prepared with a recommendation for resolving the complaint. The report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution and the reasons for the recommendation. Copies of the report will be issued to all parties involved. The recommended resolution will become effective upon issuance of the report.

6) **Follow up** – The Federal Programs Director and the Superintendent will ensure that the resolution of the complaint is implemented.

7) **Time Limit** – The period between the Federal Programs Director receiving the complaint and resolution of the complaint shall not exceed sixty (60) calendar days.

8) **Right to Appeal** – Either party may appeal the final resolution to the Department of Education. Appeals should be addressed as follows:

**Ms. Susan McCrone, Chief  
Division of Federal Programs  
Pennsylvania Department of Education  
333 Market Street, 7th Floor  
Harrisburg, PA 17126-0333**

## **District Parent Information Sessions**

The Armstrong School District offers a series of parent information sessions at various locations during the school year. All parents are invited to attend these sessions. Topics for these sessions are based on Title I parent survey feedback. Examples of relevant-topics include: (1) Ways That Parents/Guardians Can Assist Their Child at Home (2) Internet and Cyber Safety and (3) Managing Mental Health Challenges. The District welcomes feedback and ideas from Title I parents for these valuable information sessions. Parent ideas can be shared with school principals, classroom teachers, or reading specialists.

# ARMSTRONG SCHOOL DISTRICT BOARD POLICY

Section: COMMUNITY  
Date Adopted: September 29, 2003  
Last Revision: June 18, 2018

Policy No.: 923  
Title: Title I Parent and  
Family Engagement

## Purpose

The Armstrong Board of School Directors recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.

## Definition

Parent and Family (Family Member) – these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

## Authority

In compliance with federal law, the District and parents of students participating in Title I programs shall jointly develop and agree upon a written parent involvement policy. When developing and implementing this policy, the District shall ensure the policy describes how the District will:

- Conduct outreach to all parents and family members.
- Include parents and family members in development of the District's overall Title I Plan and process for school review and improvement. (20 U.S.C. 6312)
- Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
  - Distributed in writing to all parents and family members.
  - Incorporated into the District's Title I Plan. (20 U.S.C. 6312)
  - Posted to the District's publicly accessible website. (24 P.S. 510.2)
  - Evaluated annually with parent and family involvement.

REFERENCE: 20 U.S.C. Sec. 6318; Board Policy 102; 20 U.S.C. 6312; 24 P.S. 510.2; Policies 138, 910, 127, 814, 333, 20 U.S.C. 7845; 29 U.S.C. 3271 et seq; 29 U.S.C. 701 et seq; 42 U.S.C. 11301 et seq; 42 U.S.C. 9831 et seq; Policy 213

- Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

The Board shall adopt and distribute the parent involvement policy, which shall be incorporated into the District's Title I plan and shall be evaluated annually, with parent involvement.

### Accessibility

The District and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand. (20 U.S.C. 6318, Policy 138)

### Delegation of Responsibility

The Superintendent or designee shall ensure that the District's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law. (20 U.S.C. 6318; 20 U.S.C. 6312)

The Superintendent or designee shall ensure that the District and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

- Providing communications in clear and simple language.
- Posting information for parents and family members on the District's website.
- Including a telephone number for parents and family members to call with questions.
- Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
- Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate. (Policy 138)

The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:

- An explanation of the reasons supporting their child's selection for the program.
- A set of goals and expectations to be addressed.
- A description of the services to be provided.
- A copy of this policy and the School-Parent and Family Compact. (20 U.S.C. 6318)

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to: (20 U.S.C. 6318)

- Volunteer in their child's classroom. (Policy 910)
- Support their child's learning.
- Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

### Guidelines

Each District school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of the Title I programs, and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents are encouraged to work with Title I teachers in their child's school to assist in the spending plans. Parents and family members shall be encouraged to participate in planning activities, offer suggestions and ask questions regarding policies and programs. (20 U.S.C. 6318)

The schools with Title I programs shall offer a flexible number of meetings and training opportunities which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits. (20 U.S.C. 6318)

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan. (20 U.S.C. 6318; 20 U.S.C. 6312)

At these meetings, parents and family members shall be provided: (20 U.S.C. 6318)

- 1 Timely information about Title I programs and District and school level parent involvement activities, including the State Parent Advisory Council Conference.
- 2 A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the academic standards.

To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the District shall:

- Establish meaningful, ongoing two-way communication between the District, staff and parents and family members.

REFERENCE: 20 U.S.C. Sec. 6318; Board Policy 102; 20 U.S.C. 6312; 24 P.S. 510.2; Policies 138, 910, 127, 814, 333, 20 U.S.C. 7845; 29 U.S.C. 3271 et seq; 29 U.S.C. 701 et seq; 42 U.S.C. 11301 et seq; 42 U.S.C. 9831 et seq; Policy 213

- Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the District website, e-mail, telephone, parent and teacher conferences, and home visits if needed.
- Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
- Analyze and share the results of the Title I Parent/Family Survey.
- Post school performance data on the District's website.
- Distribute and discuss the School-Parent and Family Compact.
- Host various parent family nights at each school building with a Title I program.
- Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.
- Actively recruit parents and family members to participate in school review and improvement planning.
- Assign District representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.
- Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

If the Title I Plan is not satisfactory to parents and family members, the District shall submit any parent or family member comments with the plan when the school makes the plan available to the Board. (20 U.S.C. 6318; 20 U.S.C. 6312)

#### **Building Capacity for Parent and Family Engagement**

The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through: (20 U.S.C. 6318)

- Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children. (Policies 102, 127)
- Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:

REFERENCE: 20 U.S.C. Sec. 6318; Board Policy 102; 20 U.S.C. 6312; 24 P.S. 510.2; Policies 138, 910, 127, 814, 333, 20 U.S.C. 7845; 29 U.S.C. 3271 et seq; 29 U.S.C. 701 et seq; 42 U.S.C. 11301 et seq; 42 U.S.C. 9831 et seq; Policy 213

- ✓ Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
- ✓ Using technology, including education about the harms of copyright piracy, as appropriate. (Policy 814)
- ✓ Providing information, resources and materials in a user friendly format.
- ✓ Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
- ✓ Training on how to use the Parent Portal as a tool to monitor grades and achievement.
- Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school. (Policy 333)
- To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children. (20 U.S.C. 6318; Policy 138; 20 U.S.C. 7845; 29 U.S.C. 3271 et seq; 29 U.S.C. 701 et seq; 42 U.S.C. 11301 et seq; 42 U.S.C. 9831 et seq; Policy 212)
- Engaging the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
- Training parents and family members to enhance the involvement of other parents and family members.
- Adopting and implement model approaches to improving parent and family engagement.
- Establishing a District-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
- Engaging community-based organizations and businesses in parent and family engagement activities.

### Coordinating Parent and Family Engagement Strategies

The District shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state and local laws by: (20 U.S.C. 6318; Policy 138; 20 U.S.C. 7845; 29 U.S.C. 3271 et seq; 29 U.S.C. 701 et seq; 42 U.S.C. 11301 et seq; 42 U.S.C. 9831 et seq; Policy 212)

- Involving District and program representatives to assist in identifying specific parent and family member needs.

REFERENCE: 20 U.S.C. Sec. 6318; Board Policy 102; 20 U.S.C. 6312; 24 P.S. 510.2; Policies 138, 910, 127, 814, 333, 20 U.S.C. 7845; 29 U.S.C. 3271 et seq; 29 U.S.C. 701 et seq; 42 U.S.C. 11301 et seq; 42 U.S.C. 9831 et seq; Policy 213

- Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.
- Fostering partnerships with other agencies such as Head Start, ARIN, Even Start, and other preschool programs to promote and support parent involvement. District personnel meets regularly with Head Start parents through the Head Start Policy Council to share relevant information and gather feedback from parents to improve communication and district programs.

### Annual Parent and Family Engagement Policy Evaluation

The District shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all District schools with a Title I program. (20 U.S.C. 6318)

The evaluation shall identify: (20 U.S.C. 6318)

- Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
- Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

- Establishment of a schedule and process for the policy review and revision by parents and family members.
- An evaluation of the effectiveness of the content and communication methods through a variety of methods.
- A parent and family member and teacher survey designed to collect data on school level and District-wide parent and family engagement outcomes.
- Focus groups. Parents, family members and community members unable to attend the focus groups in person shall have an opportunity to participate in an alternate format.
- Documentation of parent and family member input regarding Title I programs and activities from throughout the year.
- A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the District's Title I population.

The District shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement and to revise, if necessary, the District's Title I Parent and Family Engagement Policy. (20 U.S.C. 6318)

**School-Parent and Family Compact**

Each school in the District receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall: (20 U.S.C. 6318)

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the District's academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time. (Policy 910)
3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (Policy 910).

**Title I Funds**

Unless exempt by law, the District shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities. (20 U.S.C. 6318)

Not less than ninety percent (90%) of the reserved fund shall be distributed to District schools with a Title I program, with priority given to high need schools. The District shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including: (20 U.S.C. 6318)

- Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (Policy 333)
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in any other activities and strategies that the District determines are appropriate and consistent with this policy.

#### Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

NOTE: THIS POLICY IS REVIEWED ANNUALLY.

**ARMSTRONG SCHOOL DISTRICT**  
**923-AG CHECKLIST FOR SCHOOL-PARENT AND FAMILY MEETINGS**

Each District school operating a Title I program will hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members will be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

The schools with Title I programs will offer a flexible number of meetings, which will be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.

Development, implementation and maintenance of School-Parent and Family Compacts (school compact), Title I programs, the Title I Parent and Family Engagement Policy and the Title I Plan must be accomplished with meaningful engagement with parents and family members of students participating in Title I programs.

An employee designated within each school conducting a Title I program will be responsible for the school's process of obtaining meaningful engagement.

The following checklist includes measures designed to encourage meaningful engagement. The checklist will be completed annually by the designated employee.

- ☐ Plan regular meetings throughout the school year with parents and family members to discuss the school-parent and family compact; identify dates, times and places, and persons whose attendance is desired. Offer meetings in the morning and evening; if funds are available, provide transportation and childcare. Parents will receive timely communication regarding the meetings.
- ☐ Develop an agenda, built around federal compliance requirements, for meetings to be held with parents and family members, which may include the following items:
  1. A section informing parents and family members of their school's participation under Title I and to explain Title I requirements regarding parent and family engagement, including the right of parents and family members to be involved.
  2. A section describing and explaining the curriculum in use at the school, forms of academic assessment used to measure student progress, and achievement levels students are expected to meet.
  3. A section for parents and family members to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education.

4. A section to involve parents and family members in the planning, review and improvement of Title I programs, including the joint development of the Title I Plan.
5. A section to address how funds are allotted for parent and family involvement in activities; parents and family members of students receiving services must be involved in these decisions.

Standard meeting procedures include:

- ☐ Providing sign-in sheets for parents and family members attending the meeting.
- ☐ Appointing a Recording Secretary to keep meeting minutes.
- ☐ Providing copies of working drafts of the Title I Plan, Title I Parent and Family Engagement Policy and/or the school compact, as appropriate, to parents and family members in an understandable and uniform format, and in a language the parents and family members can understand.

The designated school employee will ensure a process of evaluation is conducted, as appropriate to each area, by collectively:

- ☐ Discussing and selecting indicators of success which will be used to measure the effectiveness of, as appropriate, the Title I Plan, programs, Parent and Family Engagement Policy and/or the school compact in improving achievement of academic standards.
- ☐ Making recommendations based on the results of the evaluation process to improve academic achievement.
- ☐ Identifying barriers to greater participation by parents and family members, with particular attention to parents and family members who are migrants, economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent and family engagement.

Following the meeting, the designated school employee will:

- ☐ Provide status reports to the Assistant Superintendent, who will include possible recommendations for revisions to the Title I Plan and Parent and Family Engagement Policy.
- ☐ Revise the applicable school-parent and family compact, Title I Plan, and Parent and Family Engagement Policy as necessary.

Adopted June 2018