

Armstrong School District: Divine Redeemer School

Title I

Parent/Guardian Handbook

2017-2018



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Armstrong School District Title I Services

ESEA 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.

Targeted Assisted School Programs function as part of each school's Response to Instruction and Intervention Model. 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 through multiple assessments, teacher observations, and recommendations. Title I teachers work with classroom teachers to provide supplemental reading instruction and interventions during the school day. 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.

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 our 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.

Title I Assessment Descriptors (cont)

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.

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 kindergarten, first, and second grade children 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 1 – 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.

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 (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).



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 (Super Kids)
- Quarterly Skills Progress Assessments (SuperKids)
- SuperKids Decodable Words
- Quick Phonics Screener
- Leveled Literacy Intervention Benchmark Assessments

In addition, teacher recommendation and 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 Reach for Reading Oral Reading Fluency Benchmarks
- Quick Phonics Screener
- Leveled Literacy Intervention Benchmark Assessments
- National Geographic Reach for Reading Comprehension Assessments

In addition, teacher recommendation and 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 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.

Parent request for Title I services must come through the Educational Support Services (ESS) process.



Armstrong School District

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.

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 the District's website under the Departments tab.
- 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 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. Parent-teacher conferences will be held in October and February of 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.

Overview and Communication Opportunities (cont)

- 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.
- Parents have access to students' grades on the school website. In addition, 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, 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.

Overview and Communication Opportunities (cont)

- 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, the 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 14.

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 24-27.

Parents Right to Know Letter

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

Your child attends Armstrong School District 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 Armstrong School District, 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 state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact your school principal.

Our district is fully committed to the success of your child. We appreciate your partnership in our efforts to provide the best education for your child.

Sincerely,

Mr. Chris M. DeVivo
Superintendent



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.)

Annual Title I Parent Meeting (cont)

- 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

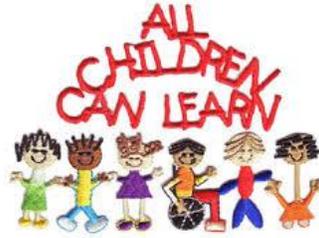
Each Title I school has a parent resource center. This center has various games, books, take home packets, and literacy activities that parents can sign out and use at home with their child. Each year the reading specialists in each school showcase the items that are available for parents in the resource 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,

Title I District Parent and Family Engagement Policy (cont)

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.

Title I Annual Evaluation (cont)

Summary of Annual Evaluation Timeline

April

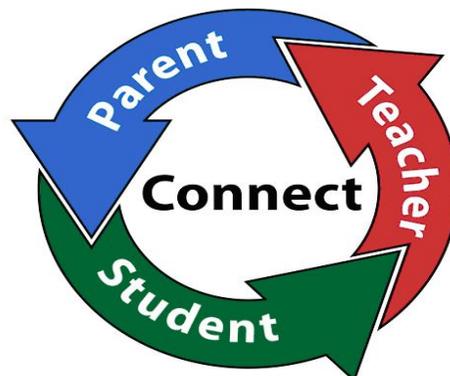
District Level Title I Parent Meeting to review District Title I Parent and Family Engagement Policy and evaluate Title I program effectiveness. Suggested revisions are incorporated and a revised policy is placed on agenda for board approval.

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 Complaint Resolution Policy

TITLE I COMPLAINT RESOLUTION PROCEDURES 2017-2018

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

Title I Complaint Resolution Policy (cont)

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) Technology and the Parent Portal 2) Ways That Parents/Guardians Can Assist Their Child at Home 3) PA Academic Standards 4) Components of Reading and Math Programs 5) Internet Safety and 6) Bully Prevention. 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	
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Section: COMMUNITY	Policy No.923
Date Adopted: September 29, 2003	Title: Title I Parent and
Last Revision: May 9, 2016	Family Engagement

Purpose

The Armstrong Board of School Directors recognizes that parent involvement contributes to the achievement of 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 community.

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:

1. Involve parents in the joint development of the District’s overall Title I parent involvement plan and the process of school review and improvement.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
3. Develop activities that promote the schools’ and parents’ capacity for strong parent involvement.
4. Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law.
5. Involve parents in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I.

6. Identify barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
7. Use findings of annual evaluations to design strategies for more effective parent involvement.
8. Involve parents in the activities of schools served under Title I.

9. Involve parents in the training of teachers, pupil services personnel and principals in areas related to:
 - The value and utility of parent contributions
 - How to reach out to and communicate with parents
 - How to work with parents as equal partners
 - How to implement and coordinate parent programs

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.

Delegation of Responsibility

The Superintendent or designee shall ensure that the District’s Title I parent involvement policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall provide to parents of student participating in Title I programs:

1. Explanation of the reasons supporting their child’s selection for the program.
2. Set of objectives to be addressed.
3. Description of the services to be provided.

The Superintendent or designee shall ensure that information and reports provided to parents are in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Guidelines and Expectations

An annual meeting of parents of participating Title I students shall be held to explain the goals and purposes of the Title I program, jointly develop a parent involvement policy, and review Title I parent complaint procedures. Parents shall be given the opportunity to participate in the design, development, operation and evaluation of the parent involvement program, including making spending decisions regarding the 1% of Title I Part A funds reserved for parent involvement. Parents are encouraged to work with Title I teachers in their child’s school to assist

in the spending plans. Parents shall be encouraged to participate in planning activities, offer suggestions and ask questions regarding policies and programs.

In addition to the required annual meeting, additional parent meetings and training opportunities shall be held at various times of the day and evening. At these meetings, parents shall be provided:

- 1 Information about Title I programs and district and school level parent involvement activities, including the State Parent Advisory Council Conference.
- 2 Opportunities for training and information in areas related to literacy development (e.g. Raising Readers Book Club), how parents can assist at home in the education of their child, how to use technology to support learning, and parenting skills. Parents are invited to participate in the training of teachers, pupil services personnel and principals in areas related to:
 - The value and utility of parent contributions
 - How to reach out to and communicate with parents
 - How to work with parents as equal partners
 - How to implement and coordinate parent programs
- 3 A description and explanation of academic content standards, the curriculum in use, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.
- 4 Opportunities to submit parent comments about the program to the district level. Parents are encouraged to share ideas and recommendations to the district’s Federal Programs Coordinator. This procedure will be shared with parents during each of the schools’ Title I Parent Nights. The District will include parent comments to the Pennsylvania Department of Education (PDE) when filing their annual plan.

If sufficient, Title I funding may be used to facilitate parent attendance at meetings through payment of transportation and child care costs.

Opportunities shall be provided for parents to meet with the classroom and Title I teachers to discuss their child’s progress and formulate suggestions, and participate as appropriate, in decisions relating to the education of their children. During the annual Title I program evaluation, parents of Title I students assess the effectiveness of the program and offer recommendations to enhance program effectiveness.

Review of the Title I Parent Involvement Policy

Title I parents representing all of Armstrong School District’s schools meet annually to develop and agree upon a written District Title I Parent Involvement Policy and participate in an annual

Title I evaluation. During the annual evaluation, parent feedback is gathered using surveys, face-to-face meetings, phone contacts, and district website communication. Results from this evaluation are used to make modifications, revisions, or enhancements to Title I parent involvement opportunities, policy, and programs.

Coordination with other Parent Involvement Activities

The District fosters 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.

School-Parent Compact

Each school in the District receiving Title I funds shall jointly develop with parents of students served in the program a School-Parent Compact and Title I School Parent Involvement Policy outlining the manner in which parents, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:

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. Indicate the ways in which parents 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.
3. Address the importance of parent-teacher communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to parents and reasonable access to staff.

NOTE: THIS POLICY IS REVIEWED ANNUALLY.