



STEWART SCHOOL

PTA NEWSLETTER

September/October 2018

ISSUE 1



SEPTEMBER STEWART SCHOOL ACTIVITIES

- Thursday, Sept. 6 – Picture Day
 - Band Instrument Rental Night, 6:30 p.m.
 - PTA Meeting, 7 p.m.
- Friday, Sept. 21 – 2-hour Early Dismissal



OCTOBER STEWART SCHOOL ACTIVITIES

- Oct. 1-5 – Book Fair
- Thursday, Oct. 11- PTA Meeting, 7 p.m.
- Friday, Oct. 26 -2-hour Early Dismissal
- Monday, Oct. 29 - Report Cards
- Wednesday, Oct. 31 - Halloween Parade & Parties, 1:40 parade/2:00-3:20 party

STEWART ELEMENTARY SCHOOL

**2880 Leechburg Road
(724) 334 – 1483**

**Mr. Jim Croushore
Principal**

STEWART PTA OFFICERS

**Denise Tanilli
President**

**Jennifer Ploskunak
Vice President**

**Christina Bowman
Treasurer**

**Amy Mitchell
Secretary**

ON THE WEB

Burrell School District
www.burrell.k12.pa.us

Pennsylvania PTA
www.papta.org

National PTA
www.pta.org

Newsletter submissions can be emailed to Jill Szish at szishes@verizon.net

From the Principal's Desk

Dear Families,

I hope everyone has had an excellent transition into the school year. We are in our third, full week of school and our students have adjusted to the new routines well. Thank you for your support over the past several weeks in making the start of the school year smooth and successful.

Despite the heat, the first few weeks have been outstanding. Students have begun to participate in science labs, design challenges, and collaborative group projects. These will continue throughout the school year along with other program offerings.

Last year in PTA newsletters, I wrote about the importance of students developing grit and resilience as they progress throughout their educational career. The importance of not only learning content but the ability to persevere and solve problems will serve our students well as they advance to middle school and high school. As parents, we can help foster resilience by celebrating achievement, goal setting, help our kids maintain a positive outlook, and be sure our kids are well rested and make good choices.

Thank you for the opportunity to educate your child. We are excited about the hard work and fun our students will participate in this year.

Thank you,

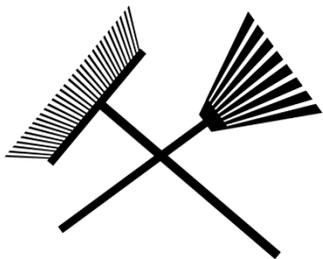
Jim Croushore, Principal



Let's Rake in Some Box Tops!

Starting Sept 10th through Oct. 26, bring in your Box tops to your classroom!
The room with the most accumulated Box Tops will get a special surprise.
(More info to follow)

Reminder that Expired Box tops will not count!



Teachers! We haven't forgotten you! If your classroom is the winner you will receive a basket filled with Box tops Items! So, encourage your students!



Last year we made \$632.90
Our Goal for this year is \$1200.00!
WE CAN DO IT!!



Reading Connection

Working Together for Learning Success

September 2018

Burrell School District
Title I News

Book Picks

■ *Grand Canyon* (Jason Chin)

Follow a father and daughter as they hike the Grand Canyon. This illustrated story presents facts about the spectacular landform's geology, plant and animal life, and more. A detailed map shows an overhead view of the canyon.



■ *Taking Sides* (Gary Soto)

Lincoln Mendoza loves playing on his school basketball team with his best friends. But when his family moves to the suburbs, he has to change teams. Can Lincoln compete against his old team without losing friends? (Also available in Spanish.)



■ *Out of Wonder*

(Kwame Alexander with Chris Colderley and Marjory Wentworth)

In this poetry collection, three poets come together to celebrate their favorite poets. They pay homage to those who inspired them to begin writing poetry—Langston Hughes, Emily Dickinson, and Gwendolyn Brooks, to name a few.

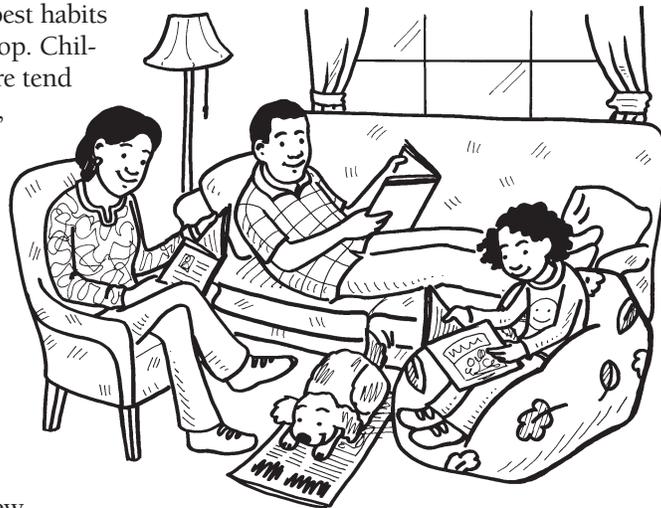
■ *Lemons* (Melissa Savage)

Lemonade Liberty Witt's life is turned upside down when she has to move in with her grandpa. Her new town is the Bigfoot Capital of the World, and Lem befriends Tobin Sky, who is obsessed with finding Bigfoot. Find out how Lem turns lemons into lemonade in this story about overcoming struggles.



A love of reading

Reading is one of the best habits your youngster can develop. Children who read for pleasure tend to have higher test scores, bigger vocabularies, and better reading comprehension. Steer your child toward a lifetime of reading with these ideas.



Choose books wisely

Suggest that your youngster find books that will hold her interest. Have her read the back cover and the first few pages to see if the book grabs her. It often helps if she has something in common with a story's main character. For instance, a child fascinated by machines may enjoy Roz the robot in *The Wild Robot* (Peter Brown).

Make time for reading

Between homework, friends, and activities, it's not always easy to fit in reading. Try setting aside a time when the entire family reads (after dinner, before bed). Also, encourage your

youngster to put books in the car so she can read during errands or while waiting in a dentist's office.

Meet other readers

Reading is contagious! If your child finds friends who like to read, they may share books and enjoy discussing them. Perhaps she'll notice kids who read after they finish a class assignment, or she could pay attention to which books her classmates choose in the library. She can strike up a conversation later: "Do you have a series to recommend?"

A prewriting toolbox

Before writing a report or an essay, your child needs to organize his information. A graphic organizer is just the ticket! Consider these formats.

● **Flowcharts** work well for book reports or history essays where one event follows another. Encourage your youngster to write each event in a separate box ("found stray dog," "made flyers") and draw an arrow from one box to the next.

● **Venn diagrams** compare and contrast two things. Say your child's report is about things that fly. He would first draw two overlapping circles. Then, he could list facts specific to hot-air balloons ("carry people") in the outer part of one circle. Facts exclusive to kites ("steered by string") go in the other circle's outer section. And shared traits ("made of nylon") belong in the overlapping space.



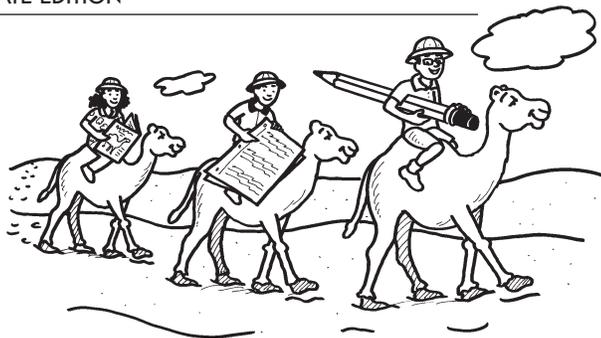
Beginnings and endings

The way your child starts and ends a writing assignment can make a big difference in his finished product. Help him create a good first—and last—impression with these suggestions.

Attention-grabbing introductions

A powerful beginning pulls the reader in. Your youngster might:

- **Kick off with a question.** “Did you ever wonder why camels have humps?”
- **Use an interesting fact.** “Camels have three eyelids and two rows of eyelashes per eye.”



- **Set a scene.** “A line of camels marches across the desert. The air is dry and hot, and there’s no water in sight.”

Memorable conclusions

The ending should wrap things up in a way the reader will remember. A good conclusion shows how all the information in a paper fits together. Here are some possibilities:

- **Summarize the main points.** “Its large hump, unusual eyes, and big feet make the camel the best form of transportation in the desert.”
- **Echo the introduction.** “A camel isn’t just interesting to look at. Its unique features help people travel in a hot, dry climate.”
- **Close with instructions.** “If you visit the desert, take a ride on a camel. His hump, eyes, and feet will get you where you need to go.”



Fun with Words

What doesn't belong?

Hammock, swimming, hammer, aluminum, summer... which word doesn't belong? (*Aluminum*, because it's the only one without a double *m* in the middle.)

Play this game with your child to help her look closely at words and learn their spellings or parts of speech.



1. Ask her to bring home a list of vocabulary or spelling words. Or she could make a list of words from the dictionary.
2. Choose three or more of the words that have something in common (vowel sound, prefix, suffix, part of speech, number of syllables).
3. Write the words down, along with a word from your youngster's list that doesn't fit your sorting rule. Then, she tries to name your rule.
4. Trade roles, and let her give you a set of words to figure out.

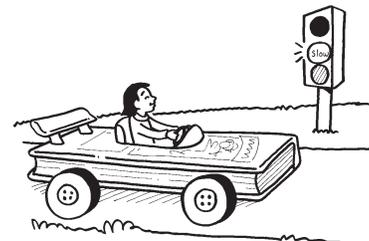
Q&A Slow down

Q My daughter reads so fast that she sometimes misses important facts. How can I help her slow down?

A Start by showing your child that reading too fast causes her to skip information. Try having her read a section, and then you read it aloud to her. Ask your youngster to hold up a finger each time she hears something that she doesn't remember reading.

Next, help your child find a way to focus while she's reading. When she has a textbook assignment, encourage her to break it up. If she has three science chapters to read in a week, she might read one a night for three nights instead of doing them all in one evening. She will slow down and concentrate better if she doesn't feel overwhelmed.

Finally, suggest that your youngster skim the text once and then carefully read it a second time. The second reading will help her catch things she missed the first time and let her see how reading more slowly helps.



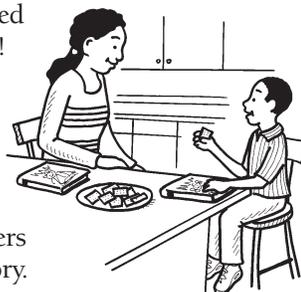
Parent 2 Parent Speaking of reading

Last year my son started reading more advanced books in school. I recognized some of the titles from when I was a child, and others were new to me. I leafed through one that he was finished with. I got hooked and ended up reading the whole thing!

What I didn't realize was that reading the same book as Jonas did would give us something new to talk about. We discussed our favorite characters and the best parts of the story.

Now we try to read a book together about once a month. We take turns picking a title, and then we check out two copies from the library.

When we've both finished, we sit at the kitchen table with a snack and talk about the story. Sometimes we find discussion questions online, usually on the book publisher's website. Since we started this tradition, we're both enjoying reading new books—and talking about them together!



OUR PURPOSE

To provide busy parents with practical ways to promote their children's reading, writing, and language skills.

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Reading Connection

Tips for Reading Success

Beginning Edition

October 2018

Burrell School District

Title I News

Book Picks

Read-aloud favorites



■ *This Book Just Ate My Dog!*

(Richard Byrne)

When Bella takes her dog for a walk across the pages of this book, he “disappears” into the crease. Everyone who comes to help find him disappears, too—including Bella. It's up to the reader to rescue them all in this fun picture book.



■ *Inspector Flytrap in the da Vinci Cold!*

(Tom Angleberger)

Meet a Venus flytrap who solves mysteries. He travels by skateboard and



has a clue-eating goat sidekick. In this first book in the Inspector Flytrap series,

the clever plant cracks a case about smelly cookies, follows the trail of a missing rose, and more.

■ *Living Things and Nonliving Things: A Compare and Contrast Book*

(Kevin Kurtz)
The bright photos in this book encourage readers to compare things they see every day and ask questions. Do all living things move? Do all non-living things stay still? The answers may surprise your youngster!

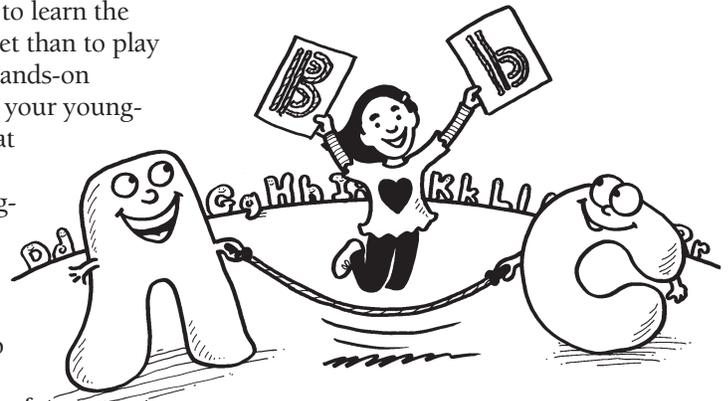
■ *United States Capitol*

(Julie Murray)
Take a glimpse inside the U.S. Capitol in this nonfiction book. Readers learn who works in the Capitol, what jobs they do, and why the building plays an important role in the American government. Part of the U.S. Landmarks series. (Also available in Spanish.)



A-B-C...play with me

What better way to learn the letters of the alphabet than to play with them? These hands-on activities encourage your youngster to look closely at each letter's unique features so she recognizes the letters when she reads.



Crafty letters

Ask your child to write a large version of it on paper for her to trace over with glue. She can cover it with craft supplies (glitter, yarn, toothpicks). Talk about each letter's lines, curves, or loops. (“What will you use for the slanted lines of the A?” or “Good idea to use yarn for the curve of the P.”)

Secret-letter bag

Can your youngster identify a letter by touch? This activity helps her notice small differences between letters. Secretly choose two magnetic letters with similar features, and put them in a brown paper

bag. Examples: E and F, M and N, or O and Q. Have her reach in without looking, feel both letters, and name them.

Letter match

Use a set of uppercase letter tiles from a game, or let your child make her own “tiles” by printing each capital letter on a separate scrap of paper. Place the letters in a bowl. Now help your youngster write all the lowercase letters randomly on a sheet of paper. Take turns drawing a tile from the bowl and placing it over the matching letter on the paper (A on a, B on b).♥

“What did you read in school today?”

Reading is a big part of your youngster's day at school. Show interest by asking about books he listened to or read. Here's how.

1. Have your child tell you the title of a book his teacher read aloud or that he read by himself.

2. Ask him what he learned from the book or what it was about. Maybe the teacher read a nonfiction book on pumpkins—can he describe how pumpkins grow? Or perhaps he chose a graphic novel about dragons during silent reading time.

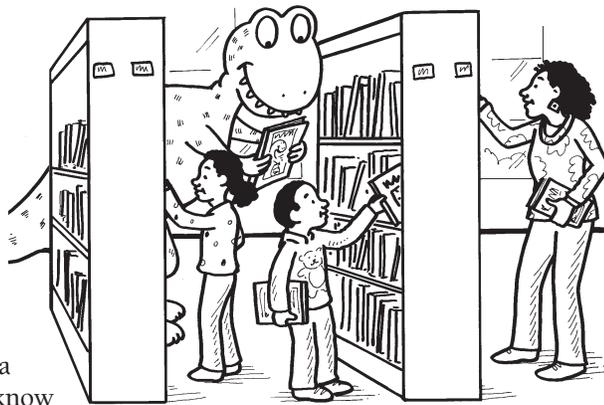
3. Suggest that he draw a picture of his favorite part of a story. Let him describe the action in the book, using his drawing as a guide.♥



Make the most of library visits

Regular trips to the library make reading a habit that will benefit your child throughout his school years—and his life. Try these tips for putting library visits into your family routine.

Before you go. “Advertise” the library as a source of information. You might say, “I know you love construction vehicles. We should check out a book about them.” Show him how you use the library, too.



Example: “I need some slow-cooker recipes. I bet we’ll find a cookbook that’ll help.”

While you’re there. Take time to explore together and become familiar with the layout. The more at home your youngster feels, the more he’ll enjoy the library. He can share his discoveries with you, too. He may be excited to find a shelf of sports books or more titles in a favorite series.

Back at home. Suggest that your child showcase the books he checked out by creating displays like those he saw at the library. For instance, he could put plastic farm animals on a table with books about farms. He might even hold story hour for your family—just like at the library.♥

Fun with Words

Be a word collector

Galaxy, crimson, caterpillar... your youngster can grow her vocabulary by collecting words that look or sound interesting to her.

When your child finds a word she likes, help her write it on a craft stick and add it to a jar. *Tip:* If she doesn’t know a word’s meaning, look it up in a dictionary together.



Now encourage your youngster to play with her collection so the words become familiar. For instance, she might sort them into categories (colors, animals) or by number of syllables. Or take turns pulling out a random word and giving each other clues to guess it. For *crimson*, you could say, “My word is a color. It’s a shade of red.”

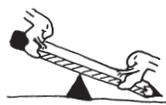
Note: It’s okay if your child chooses words she can’t read. Youngsters can say and understand big words like *triceratops* or *nectarine* long before they’re able to read them!♥

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Autumn writing

Fall is full of fun reasons to write. Encourage your youngster to write words or sentences with these seasonal activities.

Fall shapes

Together, draw and cut out leaves, apples, and other fall shapes from construction paper. On each one, help your child write the object’s name (“leaf”) or something he does with it (“I like to jump in leaves”). Then, let him use the shapes to decorate his bedroom.



Five senses

Your youngster can use his senses to enjoy autumn activities. Suggest that he make a five-senses chart with columns labeled “I saw,” “I heard,” “I smelled,” “I tasted,” and “I touched.” He can write words or draw pictures to go with the labels (an orange leaf beneath “I saw,” an apple pie under “I tasted”).♥

Q&A Support for speech therapy

Q My daughter receives speech therapy at school. We do exercises at home that the speech therapist recommends, but are there other ways we can help her make progress?

A Reading with your child is a fun way to practice speech at home. Take turns reading aloud from a book. When it’s her turn, she can point out words that contain sounds she’s working on and say them out loud.



Help her find words with the target sound at the beginning, middle, and end so she practices saying it in all parts of words. For instance, if she’s focusing on *ch*, she might find *chair*, *ket**ch**up*, and *beach*. While she reads, ask her to show you how the therapist teaches her to form the sounds with her lips and tongue.

Finally, be sure to read with your daughter just for fun, too. Not every reading experience needs to turn into speech practice—it’s important for her to read simply for the joy of reading.♥

Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Number	918
Adopted	August 21, 2018

Purpose

The Board 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. [1][2]

Families and school must join together to form a lasting partnership that will direct the efforts of both parties toward the education of children. Recognizing that parents are the child's first teachers, and that schools should continue to enhance the education process, Burrell School District is committed to developing a partnership with parents which will establish an environment where parents feel welcome and needed, and are encouraged to actively participate in the education of their children.

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

The Board directs the district and each of its schools with a Title I program to: [1]

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement. [3]
3. 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:
 - a. Distributed in writing to all Title I parents and family members.
 - b. Incorporated into the district's Title I Plan. [3]
 - c. Posted to the district's publicly accessible website. [4]
 - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

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. [1][5]

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.[\[1\]\[3\]](#)

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:

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.
4. Schools and parents will cultivate relationships with additional members of the community in order to promote and effectively increase educational opportunities for children. Together, parents, educators and community members will join efforts toward identifying and promoting community resources and innovative programs for strengthening schools, families, and student learning.
5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate and to the extent practicable.[\[5\]](#)

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

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the Student/School/Parent Engagement Compact.[\[1\]](#)

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the Student/School/Parent Engagement Compact. At a minimum, parents and family members shall be encouraged to:[\[1\]](#)

1. Volunteer in their child's classroom.[\[6\]](#)
2. Support their child's learning.
3. 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 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 and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[\[1\]](#)

The schools with Title I programs shall offer a flexible number of meetings 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.[\[1\]](#)

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.[\[1\]\[3\]](#)

At these meetings, parents and family members shall be provided:[\[1\]](#)

1. Parents will receive timely information about family meetings and other family activities held throughout the year. Parents will also be encouraged to offer suggestions and comments to improve these family events and to increase family involvement.
2. Early in the school year, parents will be invited to Project Discover to learn and ask questions about the school, teachers, curriculum, assessments, State Standards, procedures, and to be presented a general

overview of the Title I program. Efforts will be made to assist parents in understanding Title I testing, state and local assessments, ways to monitor their child's progress by identifying specific strengths and needs, and working with school staff to improve achievement.

3. There will be opportunities for parents to share concerns and offer suggestions for the continued improvement of Burrell School District's programs. Additionally, parents will be encouraged to participate on Burrell committees and boards to provide input and expertise to help the district provide the best education for all students.

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:

Efforts to maintain communication between home and school will be regular, two-way and meaningful. Effective communication requires school-initiated contact with the parent and parent-initiated contact with the school where both parties provide vital information about a child's strengths, challenges, and accomplishments. Phone calls, notes, conferences/meetings, and the use of Skyward will be opportunities for this communication.

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.

Distribute and discuss the Student/School/Parent Engagement Compact.

Host various parent and 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. [\[1\]](#)[\[3\]](#)

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: [\[1\]](#)

1. Early in the school year, parents will be invited to Project Discover to learn and ask questions about the school, teachers, curriculum, assessments, State Standards, procedures, and to be presented a general overview of the Title I program. Efforts will be made to assist parents in understanding Title I testing, state and local assessments, ways to monitor their child's progress by identifying specific strengths and needs, and working with school staff to improve achievement. [\[2\]](#)[\[7\]](#)
2. 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:
 - a. 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.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate. [\[8\]](#)
 - c. Providing information, resources and materials in a user friendly format.

- d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
 - e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.
3. 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.[9]
 4. 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.[1][5][10][11][12][13][14][15]
 5. Engage 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.
 6. Adopt and implement model approaches to improving parent and family engagement.
 7. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
 8. Engage 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:[1][5][10][11][12][13][14][15]

1. Involving district and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

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.[1]

The evaluation shall identify:[1]

1. 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.
2. Each school will be open and inviting to parents and families. Parents are welcome in the school, and their support and assistance are sought. Capitalizing on the expertise and skills of the parents strengthens the family, school and community partnership.

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 and 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.[\[1\]](#)

Student/School/Parent Engagement Compact

Each school in the district receiving Title I funds shall jointly develop with parents and family members a Student/School/Parent Engagement 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:[\[1\]](#)

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[\[6\]](#)
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.[\[6\]](#)

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.[\[1\]](#)

Not less than ninety percent (90%) of the reserved funds 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:[\[1\]](#)

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.

Legal

1. 20 U.S.C. 6318
2. Pol. 102
3. 20 U.S.C. 6312
4. 24 P.S. 510.2
5. Pol. 138
6. Pol. 916
7. Pol. 127
8. Pol. 814
9. Pol. 333
10. 20 U.S.C. 7845
11. 29 U.S.C. 3271 et seq
12. 29 U.S.C. 701 et seq
13. 42 U.S.C. 11301 et seq
14. 42 U.S.C. 9831 et seq
15. Pol. 212

School-Level Parent And Family Engagement Policy.docx (28 KB)

Last Modified by Jennifer Callahan on August 6, 2018