

Eastern Lebanon County School District



Title 1 Parent and Family Handbook Intermediate School 2024-2025

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What is the Title 1 Program?

Parents or guardians, you are partners in helping all students achieve. You have the right to be involved in the design and operation of your school's Title 1 program, and at the same time, a responsibility to help you children succeed in school.

The Title 1 program strives to provide an environment that:

- Promotes a positive attitude toward reading
- Improves academic success in reading
- Builds students' self-esteem and confidence
- Enables parents to help their children succeed

Title I is a federally funded program designed to help students in need of support services in academic areas. Based on economic need in each community, federal funds are disbursed to identified school districts.

Here at the Intermediate School, these funds are used for the Title I Reading Program. This program is for students, who are enrolled at Fort Zeller, Jackson Elementary, and the Intermediate School and are slightly below benchmark level and may need extra help. Supplemental instruction is provided in addition to classroom lessons.

Title I teachers work closely with classroom teachers to ensure smooth progress in reading. Various learning materials and methods of instruction are used to meet curricular goals as well as national and state education standards. Title I instruction encompasses the essential components of reading including:

- Phonemic awareness
- Phonics
- Vocabulary development
- Fluency and accuracy
- Comprehension
- Writing

Frequently Asked Questions

How does my child qualify for Title I?

Students who are struggling in reading are referred to Title I based on assessment results. The following assessments are used to determine eligibility for Title 1:

- Curriculum Based Assessments (CBA)
- *Acadience Reading*
- *Elementary Spelling Inventory*
- *Diagnostic Decoding Survey*
- *LinkIt* Benchmark Assessments
- Teacher recommendation

Parents or guardians are informed of their children's progress and are encouraged to participate in the learning process.

Will my child always be in the program?

No. Title I teachers work closely with the classroom teachers to monitor student progress. When a student's reading achievement reaches appropriate benchmark goals, the student is discharged from the program. The student's progress is then closely monitored.

How does Title I benefit my child?

Title I teachers provide more intensive and additional instruction to students who need it, through small group and individual instruction. The Title I program has many supplemental supplies and resources for Title I students to use. When Title I students experience success in the program, their self-esteem and motivation increase as well.

In support of parent and family engagement:

- Parents or guardians are invited to attend the annual Title I meeting to offer ideas and suggestions and to learn more about the program.
- Parents or guardians are encouraged to help develop their children's instructional goals.
- Appointments can always be made to meet with Title I teachers and classroom teachers to review progress and cooperatively plan for continued support.

How Can I Encourage My Child at Home?

- Be a reading model for your child. Let your child see you reading.
- Read to and with your child for at least 15 minutes every day.
- Set-up a home library.
- Make newspapers, magazines, and other reading material available.
- Show interest in your child's reading. Help him or her select appropriate reading material, but respect your child's reading choices within the bounds of reason.
- Check your child's comprehension of a story by asking the following questions:
 - Fact questions are questions that can be found in the text such as, "What were the characters' names?" "Where did the story take place?"
 - Sequence questions are, "What came first? Second? Third? Last?"
 - Critical questions are also referred to as "in-your-head" questions that they need to think about such as, "Why did you like the story?" "What do you think happened after the story ended?" "Why?" "What does this story remind you of?"
- Encourage word-play activities such as rhyming words, words that begin or end the same, words that mean the same or opposite, words that fit in the same categories, and etc.
- Encourage your child to ask questions about the reading they are doing. Give your child opportunities to read many different kinds of print such as grocery lists, road signs, labels, directions, restaurant menus, maps, etc.
- Visit the community library.
- Make a special effort to praise your child for improvement no matter how small the gain. Acknowledge the fact that learning to read is hard work and encourage them to keep working hard.
- Read aloud to your child each day even if they are able to read themselves. You can select materials which interest them but are written at a higher reading level than they are currently reading.
- Explore educational websites such as:
 - <https://fcrr.org/families>
 - <https://www.rif.org/>
 - <https://www.readingrockets.org/literacy-home>

Who Are the Title 1 Teachers?

Fort Zeller Elementary School: (610)589-2575

- Mrs. Sara Faust; sfaust@elcosd.org
- Ms. Laura Leonard; lleonard@elcosd.org
- Mrs. Kristi Hummer; khummer@elcosd.org

Jackson Elementary School: (717)866-2624

- Mrs. Ashley Hawbaker; ahawbaker@elcosd.org
- Mrs. Kristi Hummer; khummer@elcosd.org

Intermediate School: (717)866-4521

- Ms. Megan Gantz; mgantz@elcosd.org
- Ms. Anissa Mogel; amogel@elcosd.org
- Mrs. Ashley Ellingsworth; aellingsworth@elcosd.org

Title I Parent/Guardian Right to Know Letter

September 6th, 2024

Dear Parent/Guardian,

The ELCO Intermediate School, Jackson Elementary, and Fort Zeller Elementary School receive 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.

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 areas(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 the building principal.

Sincerely,



Barbara E. Davis
Assistant Superintendent

State and District Testing

State Testing-

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA):

The annual Pennsylvania System School Assessment is a standards-based, criterion-referenced assessment which provides students, parents, educators and citizens with an understanding of student and school performance related to the attainment of proficiency of the academic standards. These standards in English Language Arts, Mathematics, and Science and Technology identify what a student should know and be able to do at varying grade levels. School districts possess the freedom to design curriculum and instruction to ensure that students meet or exceed the standards' expectations.

Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is assessed in science.

<https://www.education.pa.gov/K12/Assessment%20and%20Accountability/PSSA/Pages/default.aspx>

District Testing-

Assessments at the 3-5 level include the *Acadience Reading*, *Diagnostic Decoding Survey*, *Elementary Spelling Inventory*, and *LinkIt* Benchmark Assessments. These assessments are given three times per year, September, January, and May.

ELCO Title I Learning Compact

The ELCO School District and the parents or guardians of the students participating in activities, services and programs funded by Title I, ESSA, Section 1116(d), agree that this compact outlines how the parents or guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents or guardians will build and develop a partnership that will help children achieve the State's high standards.

This school-parent/guardian compact is in effect during school year **2024-2025**.

School Responsibilities

The ELCO School District understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the challenging State academic standards.
2. Address the importance of communication between teachers and parents or guardians on an ongoing basis through, at a minimum-
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
 - Frequent reports to parents or guardians on their children's progress;
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
 - Provide Title 1 Handbook to parents or guardians

3. Treat each child with dignity and respect
4. Strive to address the individual needs of the student
5. Acknowledge that parents or guardians are vital to the success of child and school
6. Provide a safe, positive and healthy learning environment.
7. Assure every student access to quality learning experiences
8. Assure that the school staff communicates clear expectations for performance to both students and parents or guardians.

Parent Responsibilities

The parent or guardian understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent or guardian will continue to carry out the following responsibilities to the best of his/her ability:

1. Volunteering in their child's classroom
2. Supporting their child's learning
3. Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
4. Create a home atmosphere that supports learning
5. Send the student to school on time, well-fed, and well-rested on a regular basis
6. Attend school functions and conference
7. Encourage their child to show respect for all members of the school community and school property
8. Review all school communications and respond promptly

Student Responsibilities

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

1. Get to school on time every day
2. Develop a positive attitude toward school
3. Be responsible for completing homework on time
4. Be cooperative by carrying out the teacher's instructions and ask for help when needed
5. Do daily work that is neat and reflects the student's best effort
6. Be respectful to all school members and to school property.

Title I Parent and Family Engagement Policies

Intermediate School

2024-2025

The Eastern Lebanon County School District believes that Parent and Family Engagement is a primary component of its Title I program. It is the policy of the ELCO School District to involve parents or guardians in all aspects of their children’s education. Every effort will be made by the school district to help parents or guardians become actively involved in their child’s participation in the program.

The ELCO School District and the parents or guardians of the students participating in activities, services and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) agree that this policy outlines how the parents or guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents or guardians will build and develop a partnership that will help children achieve the State’s high standards.

The ELCO School District will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - a. Provide the student with individual/small group instruction designed to meet the individual needs of the student within the literacy domain.
 - b. Provide instruction in the areas of phonemic awareness, phonics, vocabulary, comprehension, fluency and writing to encourage students to meet the standards established by the state of PA. Using the following intervention—*Really Great Reading*.
2. Provide parents or guardians with information on participation in Title I.

- a. Send home brief description of Title I program at the beginning of the school year (handbook).
 - b. Send home the Title I Parent and Family Engagement Policies at the beginning of the year.
 - c. Hold an annual Parent and Family Engagement Meeting to inform parents or guardians of their child's participation in the Title I Program.
 - d. Provide information to parents or guardians of participating students in an understandable and uniform format, including alternative formats upon the request of parents or guardians with disabilities, and to the extent practicable, in a language that parents or guardians can understand.
 - e. Provide information in a timely manner to parents or guardians of participating children about Title I programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. Information regarding the assessments, *Acadience Reading*, *Diagnostic Decoding Survey*, *Elementary Spelling Inventory*, and *LinkIt* benchmark assessments will be shared, along with the proficiency levels expected for each assessment, at Parent Teacher Conferences or upon request of parent or guardian.
3. Provide parents or guardians with the opportunity to be involved in the planning, review, and improvement of the school's parental and family engagement policy and parent and family compact in an organized, ongoing and timely way.
 4. Provide parents or guardians the opportunity to be actively involved in the Title I program by providing organized meetings during the school year.
 - a. Meet the Teacher night at the beginning of the school year.
 - b. Informational programs for parents or guardians throughout the school year.

5. Provide information to the parents or guardians of Title I students.
 - a. Provide parents or guardians with tips and activities to improve literacy skills of children (parent nights, brochures, and newsletters).
 - b. Communicate individually with parents or guardians (written, phone, e-mail) when relevant/timely.
 - c. Provide parents or guardians with information regarding their child's successes on a regular basis through parent-teacher conferences, progress reports with report cards, other mutually agreed upon means (ex. communication book, biweekly notes).
6. Provide parents or guardians with reasonable access to staff. Staff will be available for consultation with parents or guardians during regular school hours and during conference times. Contact your child's teacher to schedule appointments outside of conference times.
7. Provide opportunities for parents or guardians to meet to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
8. Provide parents or guardians with opportunities to continue to encourage growth in their children's reading skills over summer break.
 - a. Summer Reading Incentive programs
 - b. "Wild About Book" Mobile (free access to a variety of high-interest and engaging books)
9. Provide parents or guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents or guardians may contact the teacher and arrange for a time to observe. Parents or guardians will be contacted if volunteers are needed for class activities.
10. Provide parents or guardians with the opportunity to suggest activities.
11. Every effort will be made by the district to accommodate parent or guardian requests for Title I activities. Proposals will be discussed by parents or guardians, Title I personnel, district

- administration in order to determine costs and feasibility of the suggested activity.
12. Provide parents or guardians the opportunity to be involved in the decisions about how the reserved parent involvement funds will be spent.
 13. Provide parents or guardians the opportunity to request information regarding the professional qualifications of their child's teacher.

Website Resources for Parent and Family Engagement

Educational Websites:

- www.starfall.com (alphabet, phonics, and reading activities)
- www.pbskids.com (reading, math, problem solving, and science games and videos)
- www.funbrain.com (interactive language arts and math games)
- www.primarygames.com (math and reading games)
- www.readwritethink.org (select parents/after school resources to view games according to grade level)
- www.spellingcity.com (spelling practice)
- www.freetypinggame.net (typing practice)
- www.brainpop.com: (Check with your school for a subscription code)
- www.bookadventure.com
- www.readingrockets.org
- www.jumpstart.com
- www.summerreadingclub.org

Electronic Books:

- <http://www.storylineonline.net/>
- <http://speakaboos.com/stories?free=y>
- <https://www.rif.org/Literacy-Central/Read-With-Skybrary>
- <https://www.bookbub.com/ebook-deals/childrens-ebooks>

Apps:

Kindle, Doodle Buddy, Sight Words-Sentence Builder, Mad Libs, Sentence Maker, Rocket Speller, Sock Puppets, Sparkle Fish, PBS Kids Stack the States

What is the Title 1 Summer Reading Program?

The ELCO Summer Reading Program provides students with 3 options to complete over the summer to keep their reading and writing skills strong. Every student receives a summer reading packet with information to participate. Students may choose to complete one of three options including the local library summer program to be eligible for the Celebration Party.

The “Wild About Books” mobile also provides a variety of high-interest and engaging books to all students over the summer. The goal of this program is to promote the reading over the summer break to help avoid the summer slide of reading skills.