**SHALER AREA SCHOOL DISTRICT**

**TITLE I**

**PARENTAL INVOLVEMENT**

**Marzolf Primary School**

**Date: September 5, 2022**

##### At Marzolf Primary, more than 45% of the students qualify for free and or reduced lunch. We are a working class community and we are a diverse community. Many of our students meet the requirement for receiving Title I services. Our staff is available to communicate with parents through various methods: school and class newsletters, notes home, phone calls to parents, email, and if necessary, interpreters will be made available.  Parents are invited to provide input and assist in making decisions regarding their child’s education

Parents influence their child's education more than any teacher or school, and their involvement in the program can boost their child's achievement. By taking an active role in the Title I/Title I-Like program, parents show that they value their child’s education, and that they are willing to work with the school as a team to help their child succeed. True success occurs when there is an on-going open line of communication between the parents, the teachers, and the student. To help foster this cooperative team, Shaler Area's Title I/Title I-Like program provides the following activities to assure success. Parents are an integral part of the Title I/Title I-Like team.

**1. The Initial Invitation - Building Parent Meeting**

The purpose of this meeting is for parents to meet teachers and address any of their concerns and to have the Title I/Title I-Like selection process and instructional procedures explained to them. At this time, upon parental request, teachers may privately discuss individual student test results with the parents. Parents are invited to volunteer to be members of the district’s Title I/Title I-Like Parent Advisory Committee.

**2. Take Homes**

A booklet is sent home to explain the various aspects of the Title I/Title I-Like program to the parents. Handouts are also sent home to parents that discuss general ideas that parents can use with children at home and give tips for the preparation of effective parent/teacher conferences. This information provides ideas for parents and establishes ways for them to become more effective in support of their child's academic growth.

**3. General Parent Meeting**

This meeting is usually scheduled sometime in late October. Our General Parent Meeting is held in October at SAES. This meeting provides an opportunity for parents to meet the Director of the Title I/Title I-Like program and all other Title I/Title I-Like personnel. At this meeting, the Director of the Title I/Title I-Like program presents an overview of the nature of the federally funded programs, including both the academic and financial parts. Each year our Parent Advisory Board reviews the training and analyzes survey results. This year’s training will be reading activities.

**4. Newsletters**

In the attempt to share information and work as a team, a newsletter, titled The Home and School Connection, is sent home. It provides practical ideas for improving school success...enhancing parenting skills...building positive character traits...strengthening family life...and strengthening the home and school partnership.

Early Years, a newsletter with articles written specifically for parents of kindergarten students, is also sent home to all kindergartners in the district.

**5. Parent Workshops**

Various parent workshops are offered in the evening for parent convenience. They consist of structured sessions conducted by the Title I/Title I-Like teachers or other presenters to give specific tips on how to practice reading skills at home with their children. This year the parent workshops were offered at the individual school. In October you are invited to the “Fall Into Reading” workshop that offers tips on study skills. Each child is given materials to take home to work with their parent. Parents will receive information on how to work with their child at home. This event includes a Pizza dinner. In May, students receive summer reading materials from Scholastic. These summer reading kits provide parent-student activities so families may continue to assist their children with reading over the summer.

**6. Parent Conferences**

There are two types of parent conferences: regularly scheduled district conferences and conferences that are scheduled at any time during the year. Title I/Title I-Like teachers confer with parents at the regularly scheduled district conferences; other parent conferences are scheduled as the need arises throughout the year. Frequently, the Title I/Title I-Like teacher and the regular classroom teacher confer with the parent as a team to discuss the child's academic progress.

**7. Positive Connections (Phone Calls/Notes)**

To keep parents informed about the child's progress, phone calls are made or notes are sent home. These messages are positive in nature and should reinforce the child's strengths. ***Every effort is made to reach every parent.***

**8. Written Evaluations**

In an effort to better inform parents of the progress made within the Title I/Title I-Like classes, a mid-year and end-of-year report is sent home. The purpose of these reports is to give an overall written evaluation of the academic performance in skills being remediated. It provides an opportunity for parents to clearly see academic growth in the Title I classroom.

**9. Title I/Title I-Like District Parent Advisory Committee**

An endeavor is made to have each district primary school represented as a part of the advisory committee. At scheduled meetings, the parents meet with the Director and Title I/Title I-Like Department Chair and have an opportunity to have a voice in the Title I program. All suggestions are reviewed for the purpose of program improvement. Meetings are held prior to the completion of the Title I application for the next school year. The meetings occur in November and May.

**10. Program Evaluation**

As part of the district's continued effort to improve the Title I/Title I-Like program, an evaluation is completed by not only the professional staff, but also by the regular classroom teachers, students, and parents. These evaluations as well as assessment data are reviewed and considered by administration and Title I staff to make decisions for the next year’s program.

**11. Web Site**

A website was developed by the Title I/Title I –Like staff that is linked to the district website. The website can be accessed by logging onto www.sasd.k12.pa.us. Select your elementary school on the main page, and then click on the Title I or Title I-Like link. Information that is available includes:

Upcoming events Selection Procedures

Title I Program description and goals Federal Budget

Title I Staff directory Parent Advisory Council

Parent’s role Parent links and Student links

**Building Principal Statement**

I will try to the best of my ability to promote all the aforementioned activities to encourage parent involvement. I also agree to provide children every opportunity to learn through high quality curriculum and instruction in a supportive and effective learning environment.

Name of School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent Representative Statement**

I agree that the Shaler Area School District, after meeting with parents who have children in Title I/Title I Like program, will use the findings from the annual evaluation to design strategies for school improvement. These parental involvement strategies may be revised if necessary. I agree that the activities defined in this compact involve parents in a meaningful way. The also provide training opportunities for parents so they can help their children at home.

Name of School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appointed Parent Representative's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_