



Washington School District

Together We Make a Difference!

Title I Schoolwide Handbook

2022-2023

Washington Park School

801 East Wheeling Street

Washington, PA 15301

www.prexie.org

Grades K-2 (724) 223-5150

Grades 3-6 (724) 223-5156

Table of Contents

Welcome Letter	4
What is Title 1?.....	5
What is a Title I Schoolwide Program?	5
Schoolwide Mission.....	6
Washington School District Mission Statement	6
Schoolwide Program Goals	6
Title 1 Parent and Family Engagement Policy.....	7
2022-23 TITLE I PARENT AND FAMILY ENGAGEMENT POLICY.....	8
Title 1 Parent Advisory Council (PAC)	9
Parent/Guardian/Staff Teams.....	9
Parents and Other Community Members as Partners and Participants	9
COMPACT.....	10
Student Student Responsibilities	12
Title 1 Parent and Family Engagement Budget.....	13
Parent Rights.....	13
Evaluating Parent and Family Engagement Policy	13
Parent Liaison	14
Parent/Teacher Conferences	14
Assessments in Washington Park Elementary/Intermediate Schedule	14
Schoolwide Assessments	15
Curriculum and Standards	15
Grading Scale/Student Proficiency Levels	15
STANDARD BASED REPORT CARD FOR GRADES K-3	15
CardStandards / Standards Based Report Cards	15
For students in Grades 4-6:.....	16
Where can I find more information?	17
Common Core Standards.....	17
PA Common Core (PACC).....	17
Remediation Options.....	17
Contact Information.....	18

Welcome Letter

Dear Washington Park Family,

A warm welcome is extended to all parents and families on behalf of our teachers, administrators and support staff at the Washington Park School.

We hope that the information included in this handbook is useful to you as a guide and information resource. May it be a first step in building stronger communication between the Washington Park School and its families.

This Title 1 Schoolwide Parent and Family Involvement Handbook contains basic information about parent meetings, whom to contact if you need assistance and many of the programs that our school provides for children. More detailed information is included about Parent's Rights and District/School Policies. We also cite other programs and agencies that team with our school in a collaborative effort to support and fund social and educational needs for families.

We thank the many families who consistently support our schools with their efforts at home, as well as those who spend time working and helping at school.

Please attend Title I Parent and Family Engagement Programs throughout the year to find out more about the K-6 Schoolwide Programs and activities that are available for your children.

Sincerely for Kids,

~Washington Park School~

Title I K-6 Schoolwide Handbook 2022-2023

Washington School District provides a caring and supportive learning community in which members challenge and motivate each other to become proficient, honorable citizens and productive life-long learners.

What is Title 1?

Title I is the largest federally-funded program in education, signed into law in 1963 by President Lyndon Johnson. The program, Elementary Secondary Educational Act (ESEA) Title I, was designed to help students having difficulties with reading and/or mathematics by providing funds for extra attention, as well as materials and teachers. Monies are appropriated to each state for management and distribution to each school district. Each school district must sign an agreement to accept the conditions of the Title I contract.

Since it began, the program has gone through numerous name changes but it continues to provide supplemental instructional help for those students needing it the most. Funding is directed to schools with the highest poverty levels. Through the Schoolwide Plan *all* K-6 students at Washington Park School are benefiting from the additional support.

The reauthorization of Title I in 1995 required increased support for the involvement of parents in their children's education. One percent of each school's Title I allocation must go to Parent and Family Engagement, when the allocation is over \$500,000.00.

What is a Title I Schoolwide Program?

Schools must meet certain requirements to be eligible for a Schoolwide Program. Only schools with poverty levels of 60% or greater can apply for a Schoolwide Title I Program. It is recommended that the school take a year to gather information and to involve parents, administration and staff in the process of writing the Schoolwide Plan. The school's strengths and weaknesses are examined to determine the best approach to meet the needs of all students within the school. With the information gathered, the planning committee decides on the grades, subjects and educational techniques and methods to be used, as well as procedures for evaluation of the entire program.

Washington Park (K-6) is an approved schoolwide Title 1 program. This means we provide all Washington Park students will support and assistance. The school wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title 1 school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. Services provided may include parent participating in meetings as well as decision making and resources. The goal is to reinforce the skills taught in our curriculum and assist the student in achieving grade level proficiency in those skills.

Your child has been receiving the services and/or support from a faculty member, which may include your child's teacher, a reading specialist, or other content area specialist. The school personnel will

continue working to provide your child with the necessary skills and supports to be more successful in achieving the expected learning standards.

The grouping of students and instructors responsible for direct teaching may vary throughout the year as your child's needs change. Your child's progress will continue to be monitored to determine the continued need of services.

Schoolwide Mission

The Schoolwide Program of the Washington Park School, in accordance with the Mission of the district and with the guidelines and regulations of the Title I Program, is committed to providing a safe and nurturing environment for students, staff and families. Through an open partnership, the families and staff will share the responsibility for student achievement in math and reading, for open and frequent communication, and for providing opportunities for shared-decision making.

Washington School District Mission Statement

Washington School District is committed to educating ALL students under the guidance of our dedicated staff members. Learners are provided with lifelong tools to navigate a course toward growth and advancement while collectively supporting and celebrating student, staff, and community achievement.

Schoolwide Program Goals

- To implement a variety of effective teaching strategies to meet the varied learning styles of each student
- To increase active participation of all families in the education of their children both at home and at school
- To support a behavior plan that will elicit positive behavior and attitudes throughout the entire school community
- To improve student performance in math and reading
- To utilize and schedule staff to maximize instructional time

Parent and family engagement is more than just returning forms to school or coming to a Parent/Faculty Organization (PFO) meeting. Along with staff, families can be student advocates. Families are encouraged to make positive changes to support students through involvement in advisory councils, district task forces, schoolwide planning committees, and through many other opportunities within the school, classroom, and home.

In order to build a partnership, families and teachers need to understand each other's expectations. They must become active and open communicators beginning with elementary and continuing through the middle school and high school.

A family is a child's first and most important teacher. Families need to be encouraged to come into the building and work as volunteers to see how all children learn. This helps to build important family/school relationships and demonstrates how important education is to *you*. Families who regularly visit the school become comfortable with the size and demands of this K-6 complex and its over 900 students.

Title 1 Parent and Family Engagement Policy

The Washington School District, in accordance with the strategic plan, is committed to providing quality education for every child. Academic success has been proven to increase significantly when schools and parents/guardians form strong partnerships and are both involved with the decisions that affect education.

GUIDELINES:

It is the policy of the Washington School District that parents and family engage in the Title I schoolwide program in grades K-6 is an integral part of the district's success.

Involvement strategies will be coordinated with Blueprints and all of the Washington Area Preschools, to promote an easier transition in public education.

Information and materials will be provided to teachers to enhance the understanding of the importance of parental involvement and to build more effective communication skills.

At least one percent of the Title I allocations will be reserved for the Title 1 Parent and Family Engagement Programs, use of funds will be decided by members of the Title 1 Parent Advisory Council.

Parents and staff members of Washington Park Elementary/Intermediate Schools will jointly review and revise the Title I Program. An ongoing evaluation process will be used to improve the Parent and Family Engagement Plan and K-6 Program annually.



Washington School District

Together We Make a Difference!

2022-2023 TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

PURPOSE:

The Washington School District, in accordance with the strategic plan, is committed to providing quality education for every child. Academic success has been proven to increase significantly when schools and parents/guardians form strong partnerships and are both involved with the decisions that affect education.

GUIDELINES:

It is the policy of the Washington School District that parent and family engage in the Title I schoolwide program in grades K-6 is an integral part of the district's success. It is also important that parents be actively involved in a variety of activities, including but not limited to:

- Parental and family engagement in the development of all district plans including the Parent and Family Engagement Policy and Compact
- Periodic review of the existing policy and to make any changes as recommended by the school district and/or Title 1 Parent Advisory Council
- Active and on-going parental engagement assistance and training to parents by the district through federal, state and local funding
- Each school will promote on-going parental involvement through parent workshops, conferences, adult literacy and other collaborative activities
- District and advisory council will coordinate all activities to include active involvement of all district parents, as well as community members from Head Start, Blueprints, and all of the Washington Area preschool programs.
- Develop surveys and other measuring instruments to determine the overall meaningful parent participation during the course of the school year and to use the information to develop new strategies to improve active parent involvement
- Utilize ideas from our parent on the Pennsylvania State Parent Advisory Council to help increase parental involvement and to make sure the district is promoting involvement in accordance with Every Student Succeeds Act
- An annual meeting to inform parents of their rights and responsibilities.
- A yearly school performance profile.
- Results of individual assessments (including an interpretation of the results).
- Description of the curriculum forms of assessment used to measure student progress and proficiency levels that are expected.
- Provide assistance, workshops, and activities for parents and families to understand the curriculum and how to achieve academic success.
- Shared responsibility in developing school-parent-teacher compacts.
- Opportunities for regular meetings scheduled at various times with provisions for transportation and childcare.
- Opportunities to have Parent Teacher Conferences and Meetings at various times to accommodate schedules

Title 1 Parent Advisory Council (PAC)

The following is a general description of the Parent Advisory Council, which will operate as part of the Washington Park K-6 Program.

The PAC exists for the purpose of advising, promoting and providing support for parents and family involvement in schools and community. As stated in the By-Laws, the PAC Officers will include a chairperson, a vice chair and a recording secretary. All K-6 parents are invited to participate in the council through surveys, newsletters, phone calls and PAC meetings.

Parent Advisory Council members receive information about workshops, conferences and parent involvement and are encouraged to attend as many meetings as possible. Parents have rights to suggest program change and how funds are spent to further enhance learning at school. Materials are purchased through their recommendations for use with children at home. Members are also asked to help in the writing of the Parent-Student-School-Teacher Compacts and the Title I Parent and Family Engagement Policy. The council has at least one scheduled meeting each month (Sept-May) but also has special meetings throughout the year to plan and complete projects and to prepare for Make & Take and other Title 1 Parent and Family Engagement Programs.

Other members of the Parent Advisory Council include: The Elementary and Intermediate Principals, Teacher, and the Title I Parent Liaison. Please contact Suzanne Price, Title 1 Parent Liaison, if interested in joining the Parent Advisory Council.

Parent/Guardian/Staff Teams

In order to build and maintain these partnerships, each school in the Washington School District will form parent/guardian and staff teams. These teams will schedule quarterly meetings to design a plan to:

- Provide workshops for parents and staff to strengthen the effectiveness of working together.
- Implement parent and family involvement that directly affects the success of their child's learning at home and at school.
- Develop effective communication between the home and the school concerning the progress of their children.
- Conduct annual surveys of students, staff and parents to evaluate the plan and to make revisions, if needed.
- Help to create an environment at each level that welcomes parents and other community members.
- Communicate annually to parents/guardians their rights and responsibilities.
- Develop effective strategies to eliminate barriers between the home and the school.

Parents and Other Community Members as Partners and Participants

Parents and other community members can also participate through the following types of involvement.

Parenting:

The Title 1 Parent and Family Engagement Program is coordinated with the Head Start Program, Blueprints, and other Washington area pre-school organizations. Parents are also asked to attend workshop programs during the spring and summer for information on math and literacy readiness. More information on these programs is available in other sections of this handbook.

Volunteering – Policy #014

Parents and families can volunteer to read to students and play educational games with students. The Volunteer Information Packet can be found on Washington School District website: www.prexie.org

Learning at Home

Parent/Guardian should review their child's homework assignment sheet or assignment book to see what homework has been assigned, or if parents need to check and sign work that has been completed before the next school day.

COMPACT

A compact is a document that is sent home from school stating what the school, parents, and child are willing to do during the school year. Students experience valuable and lasting success when families and teachers play supportive roles in their education.

Teachers, Parents, and Students are asked to give their input for the current Parent/Student/School Compacts. Each parent/guardian will receive a compact document in this handbook.



Washington School District

Together We Make a Difference!

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Website - www.prexie.org Twitter - [@WashSupt](https://twitter.com/WashSupt)

2022-2023 School/Parent/Student Compact

The Washington Park School, parents and students agree that this compact outlines how the parents, 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 will build and develop a partnership that will help children achieve Pennsylvania's high standards.

This school-parent-student compact is in effect during school year 2022-2023.

School Responsibilities

The Washington Park School will:

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:

Hold parent-teacher conferences.

Due to the Pandemic, Parent Conferences for the 2020-2021 school year will be held in several formats. Teachers may contact parents by ZOOM, phone, email or if necessary, an onsite visit may occur as long as all parties will be able to practice social distancing

Provide parents with frequent reports on their children's progress.

Quarterly Report cards will be sent home with students. Parents must sign the report card envelope and return it to school. Quarterly progress reports will be sent home with students. These must also be signed by parents and returned to school.

Provide parents reasonable access to staff.

Families can contact their child's teacher(s) to request meetings as needed, at the convenience of the teacher and family.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities:

- Due to the Covid-19 pandemic and to keep everyone safe, volunteers are not permitted to be in the classroom this school year. However, you may contact your teacher(s) to see how you can volunteer at home for their classroom.
- In addition to classroom opportunities, the following also provide volunteer experiences for families:
 - Title 1 Parent and Family Engagement Programs focus on learning programs which are held throughout the year and are open to all Washington Park School grades K-6 students and their families.
 - The PFO (Parent/Faculty Organization) organizes events throughout the year and fundraising opportunities to be used for fields trips and other school related activities. They have monthly meetings. Contact the PFO at: washparkpfo@gmail.com or at 724-223-5000.

Parent Responsibilities

I realize the importance of working cooperatively with the school. I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will support my child's learning in the following ways:

- Sending my child to school regularly, on time, well fed and well rested..
- Making sure my child's homework is completed.
- Limiting amount of daily screen time (television, computer, ipod, etc) my child has.
- Provide an atmosphere that supports learning by encouraging reading activities.
- Volunteering at school when I am able.
- Participating in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education by promptly reading/listening to all notices from the school and responding, as appropriate.
- Encourage my child to demonstrate respect for school personnel, classmates and property.

Student Responsibilities

I realize that my education is important. I know that I can determine my own success. Therefore I will share the responsibility to improve my academic achievement in the following ways:

- Develop a positive attitude about school.
 - Do my homework every day and ask for help when I need to.
 - Read at least 30 minutes every day outside of school time.
 - Give all notices and information received by me from school to my parent/guardian every day.
 - Be respectful to school personnel, my classmates and school property.
-

Title 1 Parent and Family Engagement Budget

Parents of the Parent Advisory Council are to participate in the decisions concerning what funds are spent in the Parent Engagement sections of the Title I budget.

The following is a list of categories where Title 1 Parent and Family Engagement Programming funds can be spent but are not limited to:

- Parent and Family Engagement Conferences/Workshops/Events
- Supplies for Parent and Family Engagement workshops and programs
- Mailing/postage of letters
- Transportation to Title 1 Parent and Family Engagement Programs
- Materials for the Title 1 Parent Resource Room (books, games, magazines, videos and general supplies
- Title 1 Parent Liaison

Parent Rights

The Elementary/Intermediate grades K-6 is operating under a Title I Schoolwide Program. The Schoolwide Program is for all students. Therefore, all parents have certain rights under the Schoolwide Program. Some of the more important of these rights are discussed on the following page:

1. Families must receive a copy of a written Title 1 Parent and Family Engagement Policy. This policy will describe how parents and the school staff work together to make sure your child succeeds in school. The Policy also describes in detail your rights as parents and what is expected of you. You can be involved in the writing of this policy.
2. The school must hold an Annual Meeting to explain the Schoolwide Program to all parents and what their rights are under the Title I Program.
3. Parents can be involved in the writing of school-parent compacts. The compact is a contract between parents, the entire school staff and the student. It explains how parents/guardians will work together to make sure their child is successful in school. It should be used to help make sure everyone involved is doing what is necessary for the child to succeed.
4. Communication between Teachers and Parents/Guardians is very important to a student's success. To facilitate this communication, parent's rights include at least one parent-teacher conference during the year. Also, parents have the right to receive frequent reports from their child's teacher on their performance.
5. Each year the school staff must review, with the help of parents, the Parent and Family Engagement Policy. The Parent and Family Engagement Policy can be changed if certain activities are not working.

Evaluating Parent and Family Engagement Policy

A yearly evaluation of the Parent and Family Engagement Policy is required. Parents should be involved in this process. Both the content and effectiveness of the Parent and Family Engagement Policy should be evaluated.

Parent Liaison

The Parent Liaison for the Schoolwide Title I Program is a parent of children in the Washington Park School. He/She works with school administrators, teachers, and parents/families to organize the Title 1 Parent and Family Engagement Program/Events that are held throughout the school year. He/She works part-time and has many responsibilities such as providing flyers and newsletters about parent and family engagement meetings/events, organize family fun events, and organize conferences/workshops that parents/families can attend. He/she assists parents with childcare, language limitations, and transportation needs so they can attend parent family nights or parent engagement meetings.

Parent/Teacher Conferences

Parent/Teacher conferences will be held on November 3, 2022. A parent/teacher conference is available to all parents upon request. A conference is an opportunity for parents to communicate with the classroom teacher about what is going on in the classroom and the school environment. Behavioral and/or academic concerns can often be solved before problems arise. It is important to remember that students whose families actively participate in school events and meetings have higher rate of success when compared to students whose families do not attend school conferences or meetings.

Things to keep in mind

1. Set up an appointment with the teacher by calling K-2 (724) 223-5150 and Grades 3-6 (724) 223-5156, or by writing a note to the classroom teacher.
2. Before the meeting, find out from the teacher how much time you will have. If you need more time, or an additional appointment, let the teacher know.
3. Before the conference, write questions and comments you wish to discuss and bring them to the conference.
4. If a student is having problems, focus the conversation on what can be done for your child immediately and in the future.
5. At the conclusion of the conference, make sure that a written plan has been developed and agreed upon by the parent and teacher. If needed, daily or weekly, notes can be sent home from the teacher to the parent.

Assessments in Washington Park Elementary/Intermediate Schedule

The purpose of assessment in the Washington Park School is to monitor student progress toward district and state standards. The District Framework for Curriculum, Instruction and Assessment provides for multiple forms of assessments.

Schoolwide Assessments

The fall, winter and spring schoolwide assessments are part of the secured assessments component of the Washington School District Assessment System. Three reading assessments and one math assessment are given at each assessment period (fall, winter and spring) Assessments measure cumulative grade level knowledge and skills.

Each assessment contains four levels of performance: Below Basic, Basic, Proficient, and Advanced. Students who score in the proficient range are reaching grade-level expectations. For most assessments, Below Basic and Basic scores mean students are working below grade-level expectations, and Advanced range students are exceeding grade-level expectations. Fall, winter and spring score reports for schoolwide assessments are mailed to parents.

All schoolwide K-6 grade assessments are reviewed and revised yearly. Descriptions of K-6 assessments are available to parents upon requests in the Elementary and Intermediate offices.

Curriculum and Standards

The state academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. As such they must be used as the basis for curriculum and instruction in Pennsylvania's public schools. In addition to the state academic standards, the Department of Education developed and the State Board adopted Assessment Anchors for each subject and grade level assessed by the Pennsylvania System of School Assessment (PSSA). Assessment Anchors are a subset of the state academic standards. They define the academic content and skills that are assessed by the PSSA. In addition, as required by the federal No Child Left Behind Act of 2001, the Board adopted alternative learning standards for students with the most severe cognitive disabilities.

For more information visit Pennsylvania's Department of Education website at <http://www.education.state.pa.us>

Grading Scale/Student Proficiency Levels

STANDARD BASED REPORT CARD FOR GRADES K-2

- A report that shows a student's **progress** toward major learning goals that are aligned with K-5 standards.
- Communicates more precise information regarding students' current **knowledge** and **skills** to parents and other teachers.
- As opposed to the traditional "**letter grade**" reporting system, standards-based report cards provide more detail information regarding student individual **strengths** and **weaknesses** in various competency categories.
- The report indicates student progress toward **mastering** grade level skills and competencies.
- Traditional report cards are point/percentage based.

Why make a change to the Standards Based Report Cards?

- **Consistency** of expectations from teacher to teacher.
- It will help **teachers** and **students** focus on the standards from the very beginning of the year, giving students a chance to get help sooner if they are not making adequate progress.
- **Parents will learn exactly how their students are doing based on the standards**
- Parents will learn main ideas and concepts children have learned and what is needed to ensure the student is ready for the next grade level.

Advantages:

- Clear **expectations** (the teachers, students and parents know what is expected for mastery).
- **Consistency** between classrooms and schools (K-2) and (3-6) in terms of student expectations.
- Up to date knowledge on what students **know** and are **able to do**.
- Standards-Based Report Cards provide more detailed information about the **actual skills** and **concepts** the child has **mastered**.

What are the Expectations for my Child?

Learning is a process that develops and strengthens over time!

- By the end of the fourth marking period, an assessment score of **M** (Mastery of the standard) indicates that your child is right on target for his/her grade level. **This score should be celebrated!**
- Teachers keep ongoing portfolios on each student in the areas of English Language Arts (ELA) and Mathematics.
- Grade level conversations are continually facilitated to determine which assignments and projects come together with the grade level and content specific standard.

What issues are related to Standard Based Report Cards?

- Standards-based report cards can be difficult for parents to understand. Instead of getting one grade for math, science and language arts, the student may be getting eight indicators under math and nine in language arts.
- Students also may not be able to achieve **M** or **P** on report cards until the second half of the school year, as the skills are taught and developed over the course of the entire year. This can be confusing and stressful for parents and students thinking they are underachieving.

For students in Grades 3-6:

Students in grades 3-6 receive letter grades in major subjects. The grading scale is as follows:

A=100-90%

B=89-80%

C=79-70

D=69-60

F=59 and below

Where can I find more information?

Common Core Standards

<http://www.corestandards.org/>

PA Common Core (PACC)

<http://www.pdesas.org/Standard/CommonCore>

The teachers in the Washington School District are committed to success for all students and accomplishing high standards. Current research on learning indicates that students bring multiple intelligences and experiences with them to school and schools need to provide varied teaching and learning approaches. Furthermore, students construct knowledge by active involvement in learning.

The effective instructional strategies used by teachers include graphic organizer, cooperative learning, guided practice, concrete exploration with math manipulative, reflection, before, during and after strategies for reading, process writing, journal writing, reciprocal teaching, student summaries and advance organizers.

Remediation Options

1. Response to Instruction and Intervention RtII
2. Individual and small group help within the classroom by the teacher
3. Individual and small group help within the classroom by adult and student volunteers
4. Small Language Arts Classes
5. Computer-Assisted Instruction
6. Summer Literacy Program
7. Adapted Curriculum (student needs – skill deficit and strength)
8. Individualized Education Plans
9. Big Brothers/Big Sisters Program
10. Extended Language Arts and Math in kindergarten, first and second grades
11. After school tutoring program
12. Summer School Programming

Contact Information

This information is subject to change without notice. To find current information and email address, please view the Washington School District website at www.prexie.org

Mr. George Lammay (Superintendent)	724-223-5112
BJ Mihelcic (Director of Curriculum and Instruction).....	724-223-5014
Darren Vaccaro (K-6 Principal).....	724-223-5000 ext. 1101
Courtney Leviere (K-6 Assistant Principal).....	724-223-5000 ext. 1100
Primary (Grades K-2) Office.....	724-223-5150
Intermediate (Grades 3-6) Office.....	724-223-5156
Tiffani Lusk (K-2 Counselor).....	724-223-5000 ext. 1153
Erin Fleming (3-6 Counselor).....	724-223-5000 ext. 1074
Maggie Manning (Counselor).....	724-223-5000 ext. 1144
Camilla Justice (Special Education Supervisor).....	724-223-5055
Special Education Office	724-223-5055
Megan Phillips(Title I Parent Liaison).....	724-223-5000
PFO -- washparkpfo@gmail.com	724-223-5000
Washington School District Website.....	www.prexie.org